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ABSTRACT

This learning activity packet is designed to be adapted and used by teachers in a way that will benefit each student (readers and non-readers) and the class as a whole. Section 1 is a career education assessment tool for grades K-3. Section 2 is an activity guide that describes the career education objectives, activities, and resources relating to specific subject areas. Subject areas include language arts, social studies, and math. These objectives, resources, and activities are divided into six long-term goals within the first developmental stage, awareness. The six goals are self-awareness, occupational awareness, attitude development, educational awareness, economic awareness, and basic life and survival skills. Section 3 contains worksheets, lesson activity sheets (developmental stage, age level, goal, resource and location, objective, title, set-up, lesson, and followup), and discussion guides to be used with the activities. A listing of additional resources is appended. (YLB)

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ED260249

Office of
the Riverside County Superintendent of Schools

# Career Education Learning Activity Packet for K-3

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## INTRODUCTION

This Learning Activity Packet (LAP) is designed to be adapted and used by teachers in a way that will benefit each student (readers and non-readers), and the class as a whole.

Based on the State of California's "Guide to Career Education", this LAP consists of the following sections: 1) a career education assessment tool for grades K-3; 2) career education objectives, activities and resources relating to specific subject areas; 3) worksheets, lesson and discussion guides to be used with the activities.

The objectives, resources and activities described in this packet are intended to be infused into the classroom curriculum with a minimum of inconvenience. These objectives, resources and activities are divided into six long term goals within the first developmental stage - Awareness. The six goals are: 1) self awareness, 2) occupational awareness, 3) attitude development, 4) educational awareness, 5) economic awareness, and 6) basic life and survival skills.

Within each of these goals, the objectives, resources and activities are listed by subject areas including language arts, social studies, and math.

A great deal of the activities are already in practice in many classrooms; in which case, this LAP can be used as a checklist and guide to identify the areas of career education as stated by the State of California.

INDIVIDUAL OR CLASSROOM ASSESSMENT

## Self Awareness

| The student will: | Date_____ Yes | No | Date_____ Yes | No | Date_____ Yes | No |
|---|---|---|---|---|---|---|
| 1) State his/her own personal feelings (happy, sad) | | | | | | |
| 2) State the personal feelings of others around him/her | | | | | | |
| 3) Identify differences in the physical characteristics between self and others | | | | | | |
| 4) State personal likes and dislikes | | | | | | |
| 5) State personal abilities and inabilities | | | | | | |
| 6) State personal needs and wants | | | | | | |
| 7) State the difference between needs and wants | | | | | | |
| 8) Maintain self control in the classroom | | | | | | |
| 9) Maintain self control on the playground | | | | | | |
| 10) Appropriately accept positive reinforcement | | | | | | |
| 11) Will continue to try after experiencing failure | | | | | | |
| 12) State whether a given situation is right or wrong | | | | | | |
| 13) Take care of his/her own property | | | | | | |

## Occupational Awareness

| The student will: | Date_____ Yes | No | Date_____ Yes | No | Date_____ Yes | No |
|---|---|---|---|---|---|---|
| 1) List duties/responsibilities of each family member in the home | | | | | | |
| 2) List her/his own duties-responsibilities in the home | | | | | | |
| 3) State the occupations and one duty involved of each family member | | | | | | |
| 4) State the occupations and one duty involved of 1-3 relatives or neighbors | | | | | | |
| 5) State 2-4 classroom jobs and the duties involved | | | | | | |
| 6) State his/her own classroom jobs/responsibilities | | | | | | |

| Occupational Awareness: (cont.) | Yes | No | Yes | No | Yes | No |
|---|---|---|---|---|---|---|
| 7) Explain duties associated with jobs of school personnel: | | | | | | |
| Teacher | | | | | | |
| Secretary | | | | | | |
| Custodian | | | | | | |
| Lunchroom Attendant | | | | | | |
| Librarian | | | | | | |
| Principal | | | | | | |
| Nurse | | | | | | |
| Students | | | | | | |
| 8) State titles and functions of familiar workers: | | | | | | |
| Police | | | | | | |
| Firefighter | | | | | | |
| Doctor | | | | | | |
| Mail Carrier | | | | | | |
| Carpenter | | | | | | |
| Bus Driver | | | | | | |
| Grocery Store Clerk | | | | | | |
| 9) Classify jobs into two groups (given a variety of pictures of occupations): | | | | | | |
| Indoor/outdoor | | | | | | |
| Work with people/things | | | | | | |
| Working in a group/alone | | | | | | |
| Services/product | | | | | | |
| 10) Classify group related jobs into categories (basic job clusters): | | | | | | |
| Community helpers | | | | | | |
| Transportation | | | | | | |
| Health | | | | | | |
| Construction | | | | | | |
| Services | | | | | | |

## Attitude Development

| The student will: | Date_____ Yes | No | Date_____ Yes | No | Date_____ Yes | No |
|---|---|---|---|---|---|---|
| 1) Follow adult directions | | | | | | |
| 2) Share and take turns | | | | | | |
| 3) Get along with others: | | | | | | |
| In the classroom | | | | | | |
| On the playground | | | | | | |
| In group activities | | | | | | |
| 4) Use courtesy words: | | | | | | |
| Thank you | | | | | | |

(cont.)

| Attitude Development: (cont.) | Yes | No | Yes | No | Yes | No |
|---|---|---|---|---|---|---|
| You're welcome | | | | | | |
| Excuse me | | | | | | |
| I'm sorry | | | | | | |
| 5) Obey rules in the classroom | | | | | | |
| 6) Identify the person(s) responsible for various items | | | | | | |
| 7) Begin a task promptly when directed | | | | | | |
| 8) Work on tasks to completion | | | | | | |
| 9) Accept redirection in a positive way | | | | | | |

## Educational Awareness

| The student will: | Date_____ Yes | No | Date_____ Yes | No | Date_____ Yes | No |
|---|---|---|---|---|---|---|
| 1) Orally give reasons why people go to school | | | | | | |
| 2) Name the skills he/she can learn at school | | | | | | |
| 3) Name some of the activities he/she enjoys at school that he/she cannot do at home | | | | | | |
| 4) Name some of the activities he/she enjoys at home that he/she cannot do at school | | | | | | |
| 5) Name a skill that he/she wants to learn that he/she has seen older children doing | | | | | | |
| 6) Name similarities between going to school and to work: | | | | | | |
| Getting ready to go in the morning | | | | | | |
| Breaks/recess | | | | | | |
| Lunch | | | | | | |
| Finishing work to go home | | | | | | |

## Economic Awareness

| The student will: | Date_____ Yes | No | Date_____ Yes | No | Date_____ Yes | No |
|---|---|---|---|---|---|---|
| 1) Point to coins upon request: | | | | | | |
| Penny | | | | | | |
| Nickel | | | | | | |

(cont.)

| Economic Awareness: (cont.) | Yes | No | Yes | No | Yes | No |
|---|---|---|---|---|---|---|
| Dime | | | | | | |
| 2) Match the following monetary relationships: | | | | | | |
| Five pennies = one nickel | | | | | | |
| Two nickels = one dime | | | | | | |
| Ten pennies = one dime | | | | | | |
| 3) State cost of familiar items around school: | | | | | | |
| Breakfast | | | | | | |
| Lunch | | | | | | |
| Pencils | | | | | | |
| Drinks | | | | | | |
| 4) State the difference between buying and saving | | | | | | |
| 5) Solve addition problems involving sums to ten relating to values of penny, nickel, dime (written and oral) | | | | | | |
| 6) State that the meaning of all the cents sign is money | | | | | | |
| 7) Write monetary value using the cents sign | | | | | | |
| 8) State how parents earn money | | | | | | |
| 9) State monetary value of objects commonly used by the student | | | | | | |
| 10) State that all aspects of living cost money: | | | | | | |
| Housing | | | | | | |
| Food | | | | | | |
| Recreation | | | | | | |
| 11) State that people must work to have money to buy what they need | | | | | | |

## Basic Life and Survial Skills

| The student will: | Date_____ Yes | No | Date_____ Yes | No | Date_____ Yes | No |
|---|---|---|---|---|---|---|
| 1) Identify common survival signs upon reguest | | | | | | |
| 2) State the names and uses of common tools and cleaning products | | | | | | |
| 3) State and identify: | | | | | | |
| a) Full name | | | | | | |
| b) Address | | | | | | |
| c) Birthdate | | | | | | |

(cont.)

| Basic Life and Survival Skills: (cont.) | Yes | No | Yes | No | Yes | No |
|---|---|---|---|---|---|---|
| d) Age | | | | | | |
| e) Telephone number | | | | | | |
| 4) Demonstrate age appropriate personal hygiene skills: | | | | | | |
| a) Wash self regularly | | | | | | |
| b) Brushing teeth | | | | | | |
| c) Toileting | | | | | | |
| d) Blowing nose | | | | | | |
| 5) Demonstrate appropriate eating and nutrition habits: | | | | | | |
| a) Distinguish between edibles and non-edibles | | | | | | |
| b) List the names of meals and foods common to them | | | | | | |
| c) Identify foods from the four basic food groups | | | | | | |
| d) Demonstrate appropriate table manners | | | | | | |
| 6) Tell time by: | | | | | | |
| a) The hour | | | | | | |
| b) The half hour | | | | | | |
| 7) Dial home phone number | | | | | | |
| 8) Determine if a situation is an emergency and go for help | | | | | | |

ACTIVITY GUIDE

DEVELOPMENTAL STAGE AWARENESS GOAL SELF AWARENESS GRADE LEVEL K-3

| OBJECTIVE | SUBJECT AREA LEARNING ACTIVITY | RESOURCES |
|---|---|---|
| The student will: | Language Arts: | |
| (3) identify differences in the physical characteristics, etc.<br>(11) continue to try after experiencing failure.<br>(10) appropriately accept positive reinforcement. | 1) Word Cards: Label 3x5 cards with names of body parts to use for games. Game: "all my parts" - students take turns taping cards on a student or a large "paper person". Using a set of cards for each student, the teacher monitors a race to see who can tape all of his/her cards in the correct places first. | |
| (4) state likes. | 2) Creative Writing: (Sample) Using any self awareness topic, promote students to write, dictate into tape recorder-or to teacher, or draw pictures about the topic. Student can dictate and then copy or trace a model. Use story starters or pictures to stimulate creativity. Sample is "likes". | K-6 Factivities Illinois Office of Education (sample pg. 25) |
| (1) state his/her own personal feelings. | 3) Word Bank: Use small boxes (Kleenex). Label the boxes with student's names and title the box "My Feelings". The student can write or dictate words that describe her/him on 3x5 cards. These are kept in the "word bank". Pictures can be attached to or drawn on word cards. Student reads all words daily/weekly. They can be used as discussion or story starters. | |
| (13) take care of his/her own property. | 4) Name Tags: To improve self concept, name recognition, etc., label all of the students' belongings with name tags. Use name cards in a pocket chart for attendance by having students insert their name card upon arriving at school. | Your Green Pages Early Years V-II |
| (3) identify the differences in the physical characteristics between self and others. | 5) Charts/Bulletin Boards:<br>a) Characteristics: put baby pictures of the students on display, keep names a secret. Have students try to identify the pictures (one per day or more). Add pictures of students at an older age (3 to 4 years). Have students match the baby picture with the older picture. | Your Green Pages Early Years V-II |
| (4) state likes and dislikes. | b) Interests: Divide and label the bulletin board with the categories of likes and dislikes. Have students add word cards and pictures according to their likes and dislikes. Discuss after the bulletin board is full. | |

DEVELOPMENTAL STAGE AWARENESS GOAL SELF AWARENESS GRADE LEVEL K-3

| OBJECTIVE | SUBJECT AREA LEARNING ACTIVITY | RESOURCES |
|---|---|---|
| The student will: | Language Arts: | |
| (6) state needs and wants. | c) Needs and Wants: Students add words and pictures (see 5b) | |
| | d) Discussion-3 ways of acting: (Discussion Guide) Teacher leads a lesson/discussion on acting appropriately. | The Mouse the Monster and Me, by Pat Palmer. |
| (8-9) maintain self control. | e) Rules: Display and illustrate classroom and playground rules. Discuss the rules and consequences. | Glendora Project, Discussion Guide page 26-27 |
| (8) maintain self control. | 6) Solution: (Poem) Read poem to the class. Have students role play situation. After discussing what solution is best, have students write or dictate to teacher a short story about what they would do if they lost a shoe and wanted to go out to play with their friends. Use additional topics that the students are familiar with (see lesson guide). | Poem page 28 |
| | Math: | |
| (3) identify differences in the physical characteristics between self and others. | 1) Counting: Have students count body parts on themselves and all of the students in class (ie. how many legs in our class?). | Career Development, Eau Claire, Wisconsin |
| (3) identify differences..... | 2) Discuss Concepts: Big, little, tall, short, heavy, light. Use these to describe the students, have students describe each other. | Your Green Pages, Volume II |
| (3) identify differences..... | 3) Measurement: Using a measuring tape, students will measure each other and record the figures on a chart to compare. Using yarn or string, students will measure each other, then hang lengths on the bulletin board/wall to compare and discuss. | Your Green Pages, |
| | Cooking: | |
| (2) state the personal feelings of others. | 1) Baking: 1) Bake sugar cookies, (recipe) cut in circles. Fashion a face using extra dough that will portray the feelings of a family member or class mate. 2) Bake sugar cookies in the shape of the students hands or circles with the hand print. | Sugar Cookie Recipe page 29 |

DEVELOPMENTAL STAGE AWARENESS GOAL SELF AWARENESS GRADE LEVEL K-3

| OBJECTIVE | SUBJECT AREA LEARNING ACTIVITY | RESOURCES |
|---|---|---|
| The student will: | Art: | |
| (3) identify differences | 1) Lifesize Portraits: Using butcher paper, outline each student. Have them color and draw in details before cutting them out to hang on the walls for comparison and discussion. | Green Pages Volume II |
| (3a) identify differences.<br>(1b) state personal feelings.<br>(4c) state likes/dislikes.<br>(6d) state needs and wants. | 2) Collage: (Sample) Using pictures from magazines and catalogs, students can find those that describe themselves in any of the following ways: a) appearance, b) feelings, c) likes, dislikes d) needs and wants. | I've Got Me and I'm Glad Mirror Collage sample page 30 |
| (5) state his/her own abilities. | 3) Building Blocks: Using construction paper, cut into "block" shapes. Students will write or dictate a word describing their abilities-one for each "block". They can then draw a picture or find one from a magazine to attach to the blocks. They will glue the blocks in a stack on construction paper labeled with their name and titled "What I Can Do". | I've Got Me and I'm Glad |
| | 4) Models: Using clay, pipe cleaners, paper bags, socks, etc. have students make puppets to be used in role play activities. | Career Development Eau Claire, Wisc. |
| (3) identify differences in characteristics. | 5) Prints: Using fingerpaint, the students can print their hands, feet, and fingers to display on a chart for comparison and discussion. | Career Development Eau Claire, Wisc. |
| (3) identify differences. | 6) Silhouette: Do profiles of the student for comparison and discussion. | Career Development Eau Claire, Wisc. |
| | Social Studies: | |
| (1) state his/her own personal feelings. | 1) Feelings Dial: (Sample) Students move the dial to the word or picture that describes how they are feeling at a given time. This can be used several times a week to several times a day. | Feelings Dial sample page 31 |
| (1) state his/her own personal feelings. | 2) Feelings Cut and Glue: (Sample) Students assemble one happy and one sad face. Discuss-when and/or why they felt this way. "Happy and Sad". | My Special Feelings, Cut and Glue sample page 32 |

DEVELOPMENTAL STAGE AWARENESS GOAL SELF AWARENESS GRADE LEVEL K-3

| OBJECTIVE | SUBJECT AREA LEARNING ACTIVITY | RESOURCES |
|---|---|---|
| The student will: | | |
| (2) state personal feelings of others. | 3) Stand-up Puppets: (sample) students draw faces on paper puppets depicting their feelings at that moment. Each student introduces his puppet, and explains how the puppet feels and why he feels this way. | My Special Feelings, Stand-up Puppet sample pg. 33 |
| (2) state the personal feelings of others. | 4) Feelings: (pictures) Introduce the 6 basic feelings (happy, sad, angry, afraid, disgust and surprise). Using the sample pictures, do one feeling each day, or each week. For each feeling, find someone depicting the feeling, tell how, why, causes, etc. of the feeling. Play charades, act out situations read by teacher that cause the feeling being discussed. (i.e. "You've just found out that you're getting a new bike." Happy and surprised.) | Glendora Project (ERC), sample pictures, pg. 34 |
| (3) identify differences in the physical characteristics between self and others. | 5) Mirror Activity: Provide one mirror for classroom use. Have students check their own appearance once a day. Students can practice expressions that depict one of the six feelings, etc. | Your Green Pages, "Early Years" Volume II |
| (1) state personal feelings. | 6) Surveys: (sample) "How I feel", "What I like/dislike", etc. Do these daily, weekly, or monthly. Compare results. If the student has poor writing skills, he may dictate to the teacher then trace the written model the teacher has made. | Survey samples pgs. 35-36 |
| (3) identify differences. | 7) Tape Recorder: Record students individually in small groups, etc. Record discussions, conversations, etc. Listen and discuss characteristics etc., individually and with the class (voice characteristics, how the person on tape feels, who talked the most, etc.). | Your Green Pages, "Early Years, Volume II |
| (12) state whether a situation is right or wrong. | 8) Discussion on Right and Wrong: (sample) Read a sample situation to the students, use a picture to illustrate. Have the students decide who was right/wrong, what they should/should not have done. This can be done with other situations at school also. (see lesson) | Teaching Moral Values, Social/Emotional Dept., ERC pgs. 37-38 (sample) |
| (10) appropriately accept positive reinforcement. | 9) Positive Reinforcement: Discussion guide. Discussions and role play. Talk about "how you feel when someone tells you that you've done a good job". Follow up with activities: giving positive feedback to each other, one at a time or in small groups, etc. (see guide) "You've done a great job." (see lesson guide) | Glendora Project* Discussion Guide pg. 39 |

DEVELOPMENTAL STAGE AWARENESS GOAL OCCUPATIONAL AWARENESS GRADE LEVEL K-3

| OBJECTIVE | SUBJECT AREA LEARNING ACTIVITY | RESOURCES |
|---|---|---|
| The student will: | Language Arts: | |
| (3) State the occupations and duties of a family member. | 1) Working: Students write or dictate (then copy or trace) a short story about what Mom and Dad do at work. Draw a picture to go with the story. Students can hang their story in the classroom then tell the class their story. | |
| (2) List responsibilities in the home. | 2) Make a booklet "All About Me". Label the pages with personal information: my name, my age, people in my family, my jobs at home and school, my responsibilities at home/school, my pets, etc. | Your Green Pages, "Early Years" |
| (6) State own classroom jobs/ responsibilities. | 3) This is My Job: (sample) Students write, dictate, draw pictures of their job at home and school. | Basic Skill Enrichment, pg. 40 |
| (2) List own duties in the home. | 4) Jobs I Do At Home: (sample) Students write, dictate, draw pictures of the jobs they do in different rooms of the house. | Basic Skills Enrichment, sample pg. 41 |
| (8) State title and functions of familiar workers. | 5) What Work Would You Do?: (poem) Read the poem to the class. Have students identify several of the workers named in the poem. Discuss. Have students pick on "worker" to write a short story or dictate to teacher to copy or trace. | Your Green Pages, "Early Years" poem pg. 42 |
| | Math: | |
| (1) State the duties/responsibilities of family members. | 1) My Family: Students will learn basic family information including: ages, birthdates, duties of each member in and out of the home, the number of duties each person is responsible for. | Your Green Pages, "Early Years" |
| (5) State classroom jobs and duties involved. | 2) Jobs: Students will count and learn the number of students in the classroom and how many jobs each is responsible for. | |
| (5) State classroom jobs and duties involved. | 3) Schedule: Post a schedule for events, duties, jobs, in the classroom. Have students check periodically to see if the class in on time. | |

DEVELOPMENTAL STAGE AWARENESS GOAL OCCUPATIONAL AWARENESS GRADE LEVEL K-3

| OBJECTIVE | SUBJECT AREA LEARNING ACTIVITY | RESOURCES |
|---|---|---|
| The student will: | | |
| (5) State classroom jobs and duties involved. | 4) Use a Job Calendar, make students aware of what day they are responsible for classroom jobs, by reading through the list daily. Evaluate quality of work. | |
| | Arts: | |
| | 1) Self Portrait: (sample), The student draws a picture of her/him self involved in a job/duty at home. | Basic Skills Enrichment sample picture starter pg. 43 |
| | Social Studies: | |
| (1) State duties of each family member in the home. | 1) Family Duties: List the typical duties of each family member using student input. On a chart use words, pictures and/or drawings for each idea. Add tools, toys, objects, etc. that are used to carry out the duties named. | Teacher ideas |
| (3) State the occupation (and one duty) of family members. | 2) Family Occupations: List the occupations of family member using student input. On a chart use words, pictures, drawings and or snapshots for each idea. Play a game with the snapshots/drawings by holding up one picture at a time to have students guess the occupations. | Your Green Pages* "Early Years" Volume II |
| (4) State the occupation (and one duty) of 1-3 relatives or neighbors<br>(9) Classify jobs into two groups.<br>(10) Group related jobs into career categories (basic job clusters) | 3) Job Interview: (sample) Students will take an interview form to get information on the job of one of the following: parent, relative, neighbor. The person being interviewed may write in the information on the form for the student. The teacher will read the finished interview forms to the class. On a chart divide into job classifications (indoors-outdoors, or working with people or things,) decide from the information given, which category the "job" fits into. Use one or both of the classifications, using one for each lesson. | Careers & Me, Betty Long Curriculum Activities for Relevant Education -CARE Interview from pg. 44 |

DEVELOPMENTAL STAGE AWARENESS GOAL OCCUPATIONAL AWARENESS GRADE LEVEL K-3

| OBJECTIVE | SUBJECT AREA LEARNING ACTIVITY | RESOURCES |
|---|---|---|
| The student will: | | |
| | 4) Career Categories: (picture sample) One lesson each, introduce the following categories. Using pictures, films etc.: community helpers, health, construction, services, transportation. Discuss the jobs, display the pictures in groups representing each category. Discuss why these jobs are grouped together, what each worker does, where they work, tools they use, etc. Using sample pictures, play games, such as: a) classification-give each student a picture, name parts of the room as a specific career category, the students will group themselves in categories. b) duplicate pictures-give each student a set to cut apart, color and use as their "Deck". They can play classification-sort by mixing the "cards" and sorting into categories. | Careers & Me - Betty Long, sample picture pg. 45-49 |
| (8) State title and function of familiar jobs. | 5) Guess who I am: (sample) Students play charades using picture cards depicting familiar jobs, role playing in front of the class until someone guesses the occupation. | Careers & Me - Betty Long, sample cards pg. 50 |
| (8) State titles and function of familiar jobs. | 6) People & Tools: (sample) Students cut out various tools used in familiar occupations. Match to picture of correct occupation, glue. | Careers & Me - Betty Long, sample worksheet pg. 5 |
| (1) State duties/responsibilities of family members. | 7) Puppets: (sample) Students will make puppets to represent family members. They will introduce the puppets as family members and will name some of the duties/responsibilities of that member. | Careers & Me - Betty Long, sample stick puppets pg. 33 |
| (8) State titles and functions of familiar workers. | 8) Tools and Clothes: (sample) Students will make a stick puppet, dress and supply the puppet with tools for a specific job, introduce the puppet and explain what he/she does in his/her job. | Careers & Me - Betty Long sample worksheet pg. 52 |
| (1) (2) - 2<br>(8) - b | 9) Role Play: (sample list) Provide a center for child size housewares, and clothing for dress up. Encourage activities using these during free play. Use these materials for structured role play activities: a) dress up as a "family member" or self, use household items to demonstrate chores and responsibilities, b) dress up as a "worker", role play some of the duties of that job. | Your Green Pages "Early Years" sample list for costume box pg. 53 |

DEVELOPMENTAL STAGE AWARENESS GOAL OCCUPATIONAL AWARENESS GRADE LEVEL K-3

| OBJECTIVE | SUBJECT AREA LEARNING ACTIVITY | RESOURCES |
|---|---|---|
| The student will: | Social Studies (continued) | |
| (5) State 2-4 classroom jobs and duties involved. | 10) Classroom Responsibilities: Teach a lesson on care of classroom materials-include where they are stored and how to use, clean and care for them. Have students take turns as supply clerk, responsible for cleaning the area, checking out the supplies, making sure they are returned, etc. | Your Green Pages, "Early Years" |
| (8) State titles and functions of familiar jobs. | 11) Field Trips: Students will become acquainted with services and resources in the immediate neighborhood. Tour the nearest location with a variety of stores and business, walk if possible. Before the tour, discuss places that will be visited, go over things that students should look for. (eg. the jobs they see, what the worker is doing, where do they work) After tour, make a class mural of drawings, magazine pictures, small toys, and items that will depict the places visited. Discuss what the student saw; have the students help to make a list of the different jobs they observed. | Your Green Pages, "Early Years" |
| (7) Explain duties associated with jobs of school personnel. | 12) Mini Trips: Visit school personnel: nurse, secretary, custodian, lunchroom attendant, librarian, principal. Have the person explain their job and the tools they use. Have the students help list, on a chart, all of the people that work at school, and the tools they use for their job. | Career Development Eau Claire, Wisc. |
| (6) State own classroom job responsibilities | 13) Jobs Chart: Rotate classroom jobs on a daily or weekly basis. Post a chart illustrating what is expected of the students: In Individual responsibilities - desk, lunch cleanup, personal items; job responsibilities - chalkboard, plants, trash pick-up, etc. | |

DEVELOPMENTAL STAGE AWARENESS GOAL ATTITUDE DEVELOPMENT GRADE LEVEL K-3

| OBJECTIVE | SUBJECT AREA LEARNING ACTIVITY | RESOURCES |
|---|---|---|
| The student will: | Social Studies: | |
| (6) Identify the person(s) responsible for various items in the classroom. | 1) Belongings Chart: Label two sections of a chart My/Our. Supply pictures drawings and words representing objects such as sweaters, jackets, trash, desks, plants, dishes, umbrellas, pencils, paper, etc. Show pictures one at a time, students classify who's responsible for each item. | Career Education Program - Charles Ryan Volume I |
| (5) Obey rules in the class | 2) Rules: Discuss why rules are necessary. Post classroom rules and illustrate with pictures and drawings. Use student input to make list of rules. Have students help decide what rules are important and why. Have students help decide on the consequences when a rule is broken. Choose from 5-8 rules. | Green Pages |
| (3a) Get along with others (3b) in the classroom and on the playground. | 3) Getting Along With Others: (samples) Supply situations for students to role play, discuss, and decide on the best way to handle the situation. Example: Have a student sit at a table with a book, say to another student, "If you wanted to look at that book what would you do?" Have 2-3 students demonstrate; emphasize positive way to handle the situation. (see lesson guide) | Glendora Project* Green Pages role play sample pg. 54 |
| (9) Accept redirection in a positive way. | 4) Asking for Help: (sample) Students will make two stick puppets, then draw faces depicting how it feels to get and give help. Discuss which they like best, role play situations with puppets. Discuss and role play the best way to accept help from another person. (see lesson guide) | My Special Feelings sample pg. 33 role play sample pg. 54 |
| (9) Accept redirection in a positive way | 5) Accepting Constructive Criticism: (sample) Discuss the meaning of criticism, give examples (finding errors on worksheet, finding out why a plan did not work out), discuss how people act when criticized, and the best way to give criticism. ie: Not a personal attack, but focusing on the task or problem, direct the criticism toward improvement; emphasize how to accept criticism in a positive way. ( see lesson guide) | The Glendora Project* role play examples pg. 54 |

DEVELOPMENTAL STAGE AWARENESS GOAL ATTITUDE DEVELOPMENT GRADE LEVEL K-3

| OBJECTIVE | SUBJECT AREA LEARNING ACTIVITY | RESOURCES |
|---|---|---|
| The student will: | Social Studies: (continued) | |
| (1) Follow adult directions: *Behave appropriately.<br>(11) Work for social and monetary gain. | 6) Positive Reinforcement: Contingency Systems (sample) The student will earn a token, (pennies, play money, chips, checks on a check card, special privileges, free time tickets, etc.) for completing a specific job/task. These tokens can be cashed in at a later time, the elimination of an assignment, a special project, etc. Social reinforcement: Student will be positively influenced by the teacher for completing a task and acting appropriately when given eye contact, a hand shake, a smile, an encouraging word, a personal note, etc. | The Reward Book Assertive Discipline sample pg. 55 |
| (2) Take turns. | 7) Taking Turns: (sample) Two students will share one piece of chalk and draw a picture on the chalkboard with no talking. This is first demonstrated by the teacher. Follow-up questions and ask how they felt during the activity. (see lesson guide) | Glendora Project* sample lesson pg. 56 |
| (4) Use courtesy words. | 8) Courtesy Words: (samples) Role play-teacher demonstrates using thank you, excuse me, I'm sorry, you're welcome, to the group. Students, two at a time, role play situations that requires courtesy words. Teacher hands out courtesy awards (sample) at the end of the week to those who have used courtesy words appropriately. (see lesson guide) | Role play and award samples pg. 57 |
| | Language Arts: | |
| (2) Share | 1) Sharing: (sample) Students listen to a short story illustrated with a picture: After the story, students answer questions about what they think will happen, how the character will feel or felt and how they might act or feel in a similar situation. (see lesson guide) | Teaching Moral* Values pictures & story samples pg. 58-59 |
| (12) Avoid unnecessary tattling. | 2) Tattling: (sample lesson) Discuss tattling with the group, show pictures, and or read short situation stories to get student input. Have students help decide what situations should be reported. (see lesson guide) | The Gendora Project lesson activity pg. 60 |

DEVELOPMENTAL STAGE AWARENESS GOAL EDUCATIONAL AWARENESS GRADE LEVEL K-3

| OBJECTIVE | SUBJECT AREA LEARNING ACTIVITY | RESOURCES |
|---|---|---|
| The student will: | | |
| (7&8) Begin a task promptly and finish it. | 3) Get the Job Done: (lesson) Teacher leads a discussion on getting school assignments, tasks, chores done. Ask students how they might feel if the cafeteria decided to close because they didn't feel like cooking, etc. (See lesson guide) | Lesson/activity pg. 61 |
| | Social Studies: | |
| (2) Name the skills she/he can learn at school. | 1) What We Learn: Teacher leads a discussion on skills the students learn in school, reading, writing, math, following directions, etc. | Learning to Earn a Living VE.099 ERC |
| | 2) What I Am Learning: Oral speech - each student takes a turn standing in front of the class to tell everyone one skill he/she has learned in school. | Learning to Earn a Living VE.099 ERC |
| (3) Name some of the activities he/she can learn at school that he/she cannot do at home. | 3) What We Like: Students discuss what they like to do at school. Students make a chart/bulletin board, with drawings, magazine pictures, and short stories to illustrate what they like to do at school. | |
| | 4) What I Like: Students orally tell the class things they can do at school that they cannot do at home. Expand with a creative writing activity. | |
| (4) Name some of the activities he/she can learn at home that he/she cannot learn at school. | 5) What I Learn at Home: Students discuss what kinds of things they learn at home that they cannot learn at school. Teacher leads a discussion on places we can learn things, to show students that school is not the only place people learn. Expand with creative writing. | |
| (5) Name a skill that he/she wants to learn that he/she has seen older children doing. | 6) Class Visit: The class visits a higher level classroom. The older students show each student (1-on-1) what they are learning. Help the older student relate their subject matter to what the younger students are familiar with. The class can visit a lower level classroom to see how much they have learned. | |

DEVELOPMENTAL STAGE AWARENESS GOAL EDUCATIONAL AWARENESS GRADE LEVEL K-3

| OBJECTIVE | SUBJECT AREA LEARNING ACTIVITY | RESOURCES |
|---|---|---|
| The student will: | | |
| (2) Name the skills he/she can learn at school. | 7) Contracts: (sample) Each student makes a contract with the teacher stating what he would like to learn. The teacher states what he will earn when he accomplishes his goal. (example: certificate, privileges, etc.) | Assertive Discipline sample contact pg. 62 |
| (6) Name similarities between going to school and to work a, b, c, d. | 8) Working Role Play: Students role play school as a job. The teacher sets up the class as a work site (1-day, 1-week). When students arrive, they "punch in" (time card), punch in and out for breaks, get warnings or fired from certain jobs if they don't handle them (especially for motivating jobs - watering plants, caring for a craft area). Before and after class, discuss the similarities between school and a job - use "work jargon". | |
| | Language Arts: | |
| (1) Orally give reasons why people go to school. | 1) Why Do We Go To School: Discussion and creative writing activity. Teacher leads discussion on the reasons we go to school, students contribute ideas. Each student fills out a questionnaire as the teacher reads it. They check yes or no and discuss to determine the reasons for their answers. | The Month to Month Me sample worksheet pg. 63 |
| (2) Name the skills he/she can learn at school. | 2) What I Learn: Students list in writing, drawings or magazine pictures the things they have learned at school. | |
| (3&4) | 3) Favorite Activities: Using chart paper or a bulletin board divided in half and labeled "at home/at school", the students will contribute in written (copy or trace from dictation) and pictorial form (drawings or magazine pictures), their favorite activities at home and at school. | |

DEVELOPMENTAL STAGE AWARENESS GOAL ECONOMIC AWARENESS GRADE LEVEL K-3

| OBJECTIVE | SUBJECT AREA LEARNING ACTIVITY | RESOURCES |
|---|---|---|
| The student will: | Social Studies: | |
| (9) State monetary value of common objects. | 1) What I Buy: Make a chart of words and pictures depicting all of the things the students in the class choose to buy. To extend, have the students put items in order from most expensive to least expensive. | Career Awareness Discussions and activities to promote self awareness |
| (9) State monetary values of Common objects. | 2) What We Buy At Home: Students contribute words and pictures depicting things that parents must buy at home with estimate of cost. | Career Awareness Discussions and activities to promote self awareness |
| (10) State that all aspects of living costs money. | 3) Basic Needs: Provide pictures of basic needs - home, water, clothes, food, etc. Ask students: How much do these things cost? Who pays for these things? How does that person pay? Where does the person get the money? What would happen if that person could not get the money? Why is working important? etc. Use this to make the students aware of the relationship between working and having a comfortable existence. | Career Awareness Discussions and activities to promote self awareness |
| (3) State the cost of familiar items around school. | 4) How Much: Have all of the students find out how much these things things cost at school - lunch, pencils, snacks, (some lunchrooms sell cookies, ice cream, juice) breakfast. Compare answers and decide on the correct answer with the class. | |
| | Math: | |
| (1) Point to common coins on request. | 1) Using Real Money: (worksheet) Using real coins, match coins to their pictures and identify names of coins. | Project Worth Which is which? worksheet pg. 64 |
| (2) Match monetary relationships pennies, nickels, and dimes. | 2) Coin Match Up: (worksheet) Use real coins and worksheet to teach values such as 5 pennies = 1 nickel, 10 pennies = 1 dime, 2 nickels = 1 dime. | Project Worth Match the value worksheet pg. 65 |
| (5) Solve addition problems to ten in monetary values. | 3) Sums to 10: (worksheet) Using real coins, have students solve addition problems to ten relating monetary values. | Project Worth Add the coins worksheet pg. 66 |

DEVELOPMENTAL STAGE AWARENESS GOAL ECONOMIC ARARENESS GRADE LEVEL K-3

| OBJECTIVE | SUBJECT AREA LEARNING ACTIVITY | RESOURCES |
|---|---|---|
| The student will: | | |
| (6) State that the meaning of the cent sign is money. | 4) Flash Cards: (worksheet) Teach a lesson on the cent (¢) sign. Play a game with flash cards. (Make 10-20 flash cards showing a number, some with and without cent (¢) signs.) Have students stand up if the card you flash means money. Have the students read the cards orally, i.e., "10¢ - ten cents". | Project Worth Is this money? worksheet pg. 67 |
| (7) Write monetary value using the cent (¢) sign. | 5) The Cent (¢) Sign: Have students take turns writing "¢" on the board. The teacher calls a name, that student goes to the board and writes the number she states "1¢" (stay under 10¢). | |
| (4) State the differences between buying and saving. | 6) Buy or Save: Students earn pennies or tokens for specific work done. (Set up with student and teacher.) Provide a butter dish, etc., as a bank to hold the tokens. Give students a variety of objects or privileges to "buy" at differing prices. They can decide if they wish to buy now or save for items that cost more. | |
| | Language Arts: | |
| (8) State how parents earn/get money. | 1) How do Parents Get Money: (discussion) While children offer suggestions, teacher writes answers on board. The conclusion is that parents get money for some kind of work that they do. | Career Awareness CTD |
| (11) State that people must work to have money to buy what they need. | 2) Money: How do We Get it, Why do We Need it?: (discussion/lesson sample) Students help in making a list of their wants and needs and a list of ways to earn money. They then discuss implications of not having money, etc. (see lesson guide). | Lesson Sample pg. 68 |
| | Creative Writing: | |
| (8) State how parents earn money. | 1) Story Starter: Students write 1-2 sentences and draw a picture showing what one member of their family does in order to earn money. | See story starter What Do You Do? pg. 69 |
| | Art: | |
| (6) State that the meaning of the cent sign is money. | 1) Collage: Have the students make a collage (class or individual) of money including the cent (¢) sign. Cut out pictures in magazines and workbooks, etc. | Your Green Pages, "Early Years" |

DEVELOPMENTAL STAGE AWARENESS GOAL BASIC LIFE AND SURVIVAL SKILLS GRADE LEVEL K-3

| OBJECTIVE | SUBJECT AREA LEARNING ACTIVITY | RESOURCES |
|---|---|---|
| The student will: | Social Studies: | |
| (2) State the names and uses of common tools and cleaning products. | 1) Demonstrate: Using common tools (hammer, screw driver, wrench, mop, soap, etc.). Demonstrate and discuss the uses of each. Discuss and review safety rules for each item. Have students practice the safe, correct way to use the items. | |
| (5-d) Demonstrate (cont.) | 2) Demonstrate/Role Play: Students should practice appropriate table manners at snack times and lunch. Teach a lesson demonstrating right and wrong ways to hold utensils, where hands and napkins should be, how to use napkins, chewing with mouth closed, etc. Have students identify good and bad manners. Let each student pick one manner to write a short story and draw a picture about. | |
| (7) State the road directions from her/his home to school. | 3) Maps: Get road directions from the bus driver, include landmarks. Go over the directions with each student individually. Help each student make a map. Teacher supplies a drawing of the roads in large paper with thick, dark lines. Students draw in their home, school and landmarks. Have each student trace the route from home to school describing right and left turns, names of streets and landmarks. Review the maps as often as necessary until students can state directions with no clues. | |
| (8) Dial home phone number. | 4) Phone Numbers: Students practice phone number on dial or push button phones - use paper phones, play phones or real phones (can sometimes get used phones donated). After they have mastered their number, have students call home. | |
| (9) Determine if a situation is an emergency and go for help. | 5) Emergencies: (sample situation) Students role play sample situations depicting emergencies at home, at school, and outside. Students will identify who should be notified to help and what should be done. | Sample situations pg. 70 |

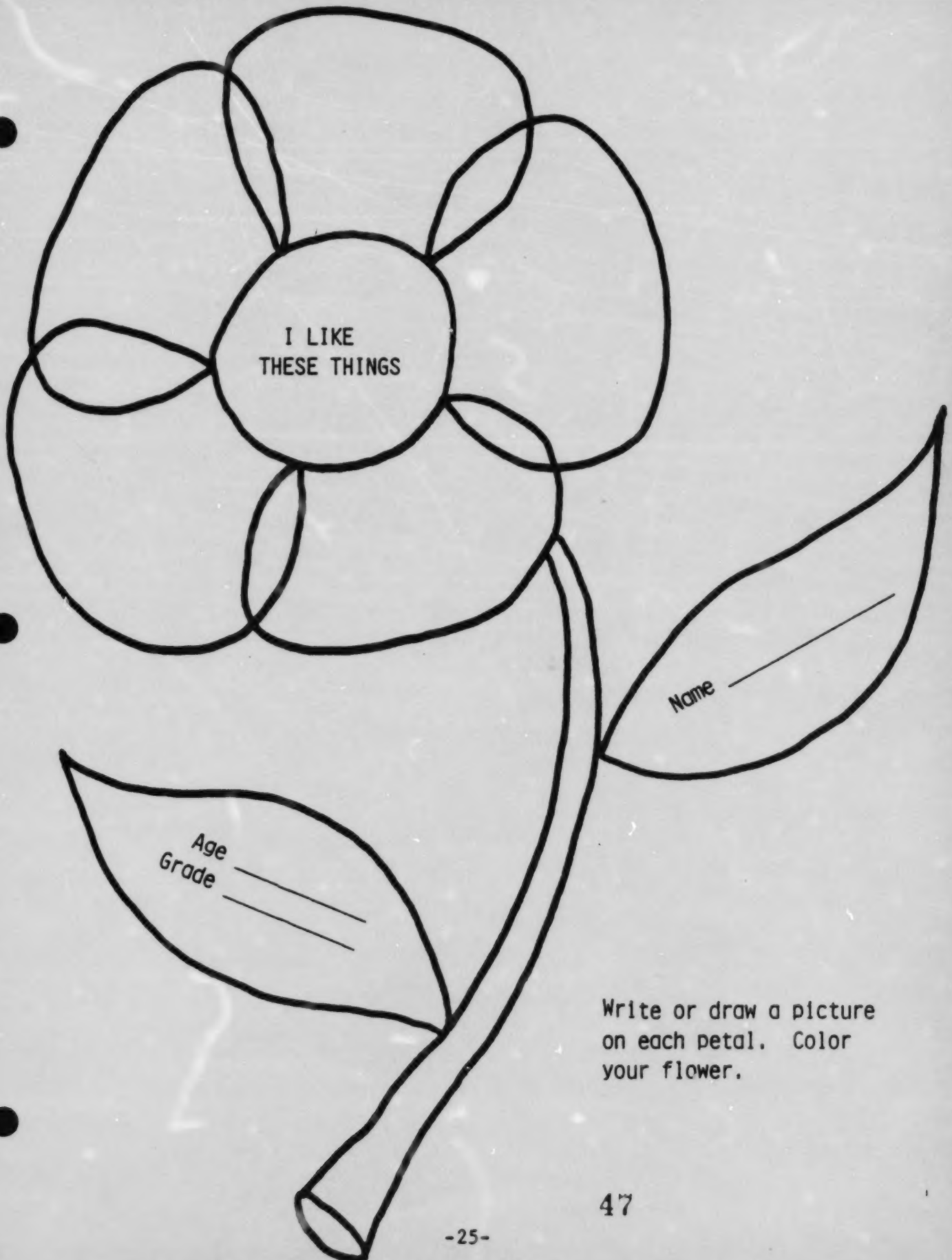
DEVELOPMENTAL STAGE AWARENESS GOAL BASIC LIFE & SURVIVAL SKILLS GRADE LEVEL K-3

| OBJECTIVE | SUBJECT AREA LEARNING ACTIVITY | RESOURCES |
|---|---|---|
| The student will: | Math: | |
| (6) Tell time by the: a) hour, b) half hour. | 1) Telling Time: (worksheets) Students can practice being time monitor letting the class know when it's time for recess, lunch, etc. Have class practice reading the clock at specific schedule changes (especially those on the hour and half hour). Have students practice time skills using worksheets. | LaMesa Spring Valley School District Telling Time Worksheet pgs. 71-74 |
| | Health: | |
| (4) Demonstrate age appropriate personal hygiene skills, a) washing. | 1) Demonstration and Practice: (worksheet) Washing - demonstrate with a puppet the song "this is the way we wash our (leg)" and have students go through the motions as they sing. Students can practice washing hands and face daily. Students can complete the grooming worksheet. | Basic skills enrichment. Grooming worksheet pg. 75 |
| (4-b) Demonstrate brushing teeth. | 2) Brushing Teeth: Ask school nurse: 1) to demonstrate proper brushing procedure; 2) about available filmstrips and other media; 3) for toothbrushing supplies for each student. Practice brushing at least once a week. | |
| (4-c) Demonstrate age appropriate toileting. | 3) Discussion: Discuss the proper bathroom procedures. Emphasize flushing and washing hands. | |
| (4-d/e/f) Demonstrate blowing nose, coughing, sneezing. | 4) Demonstration: Demonstrate the proper way to handle the appropriate courtesy words. Students should know where to get kleenex and how to dispose of it. Students can role play situations to practice the appropriate way to blow their nose, cough and sneeze. Have students cut out and color a face of a girl/boy, and their own traced hand. They can then staple a kleenex between the nose on the picture face and their cut out hand to depict use of a kleenex. | |
| (4-g) Demonstrate age appropriate dressing skills. | 5) Dressing: Students can dress dolls, puppets, paper dolls (worksheet) etc., in clothing appropriate for weather or various activities. Have available clothing to practice skills such as: snapping, buttoning, zipping, etc. | K-6 Factivities Dressing Skills pgs. 76-77 |

DEVELOPMENTAL STAGE AWARENESS GOAL BASIC LIFE & SURVIVAL SKILLS GRADE LEVEL K-3

| OBJECTIVE | SUBJECT AREA LEARNING ACTIVITY | RESOURCES |
|---|---|---|
| The student will: | | |
| (5) Demonstrate appropriate eating and nutrition habits. a) distinguish between edibles and non edibles. | 6) Discussion: (worksheet) Show pictures of edibles and non edibles. Have students identify which is which. Discuss why they should or should not eat items. Follow up with "what can we eat" worksheet. | K-6 Factivities What can we eat worksheet pg. 78 |
| | Art: | |
| (5) Identify food from the four basic food groups. | 1) Picture Chart: Introduce the food groups one at a time to students; meat/fish, breads/cereals, fruits/vegetables, and dairy. Show pictures of foods; have students identify what group they belong to. Read the lunch menu daily and have students identify which group each item on the menu belongs to. Use food groups as an ongoing art theme through one semester of the year. Start with fruits and vegetables. Examples: paper mache a balloon with green crepe to make lettuce and cabbage. Paint a bowl on heavy drawing paper. Cut pieces of fruit from construction paper to glue "inside" the bowl. Use clay to shape oranges, dry and paint orange. (Recipe for clay.) Use similar ideas and make up your own for each of the other food groups. | Clay Recipe: "Microwave Play Dough" pg. 79 |
| | Cooking: | |
| (5) Identify food from the four basic food groups. | 1) Cooking: Bring in food from each food group at the time the students are studying that group. Have students help prepare and eat the foods. | |

WORKSHEETS AND LESSON PLANS




Write or draw a picture on each petal. Color your flower.

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## LESSON ACTIVITY SHEET

Developmental Stage: Awareness Age Level:

Goal: Self Awareness Resource and Location:

Objective: The student will maintain self control.

Title: "The Mouse, the Monster & Me"

Set-up: Ask the student: Who knows what a Monster is? Who knows what a mouse is? Do you know anyone who acts like a mouse? a monster?
NOTE: This lesson can be divided into three parts)

Lesson: Tell the students: I'm going to tell you a story about how some people act. Display pictures. Some people act like a mouse. They are very quiet and might daydream instead of doing things. They don't stand up for themselves. They let other people push them around. They never talk very loud and they don't like to look at people.

Let's practice acting like a mouse:

a. The mouse is sitting in a group lesson daydreaming - head down or looking out the window.
b. The mouse is answering a question - head down, soft voice.
c. The mouse is out at recess - stands away from kids, head down, sad.

Some people act like monsters. A monster is a bully. People who act like this, yell and call people names. They push, kick and hurt other people. They interrupt when other people are talking. They make noises and disrupt activities.

Let's practice acting like a bully:

a. The bully is sitting in a group lesson - talks out, pushes, makes noises.
b. The bully answers a question - she/he gives excuses why he doesn't know the answer - yells, pushes her/his desk.
c. The bully at recess - pushes, yells, doesn't wait for her/his turn.

Now I'll tell you about how assertive people act. They stand up straight, look people in the eye, talk clearly, respect other people and stand up for themselves. They wait for their turn, are willing to help others, and listen carefully. They use the word "I" and are responsible for their own behavior.

Let's practice acting assertive:

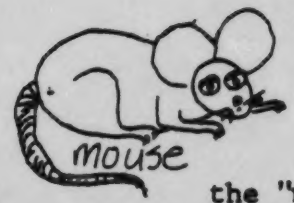
a. Sitting in a group lesson - sits straight, listens, looks at teacher.
b. Answers a question - he gives the answer or says "I'm sorry, I don't know".
c. Playing at recess - plays nicely, takes turns, helps others.

Follow-up:

Have the students:

1) Watch other people to see if they act like mice, monsters, or if they act assertive.
2) Have the students decide how they want to act, draw a picture about it.

the "monster"
bully




the "mouse"
timid

"ME"
assertive

SOLUTION

What would you do
If you could not find
Your pencil? A chair?
Your sock or a shoe?

Would you stand and pout,
Or frown up and cry,
Act mean or unkind
Or throw things about?

Or would you just smile
And say to yourself,
"I'll find out what I want-
In just a short while."

# SUGAR COOKIES

## COOKIES

2/3 cup softened shortening
1/2 cup sugar
1 egg
3 tablespoons of milk
1 teaspoon of vanilla extract
2 cups of flour

1. Mix together the shortening and the sugar.

2. Stir in the egg, milk, and the vanilla.

3. Add the flour and mix well, chill until firm.

4. Preheat oven to 350°.

5. Using rolling pin, roll dough out 1/8 inch on a floured board.

6. Cut cookies in desired shape.

7. Bake for 10 minutes on a greased cookie sheet.

## FROSTING

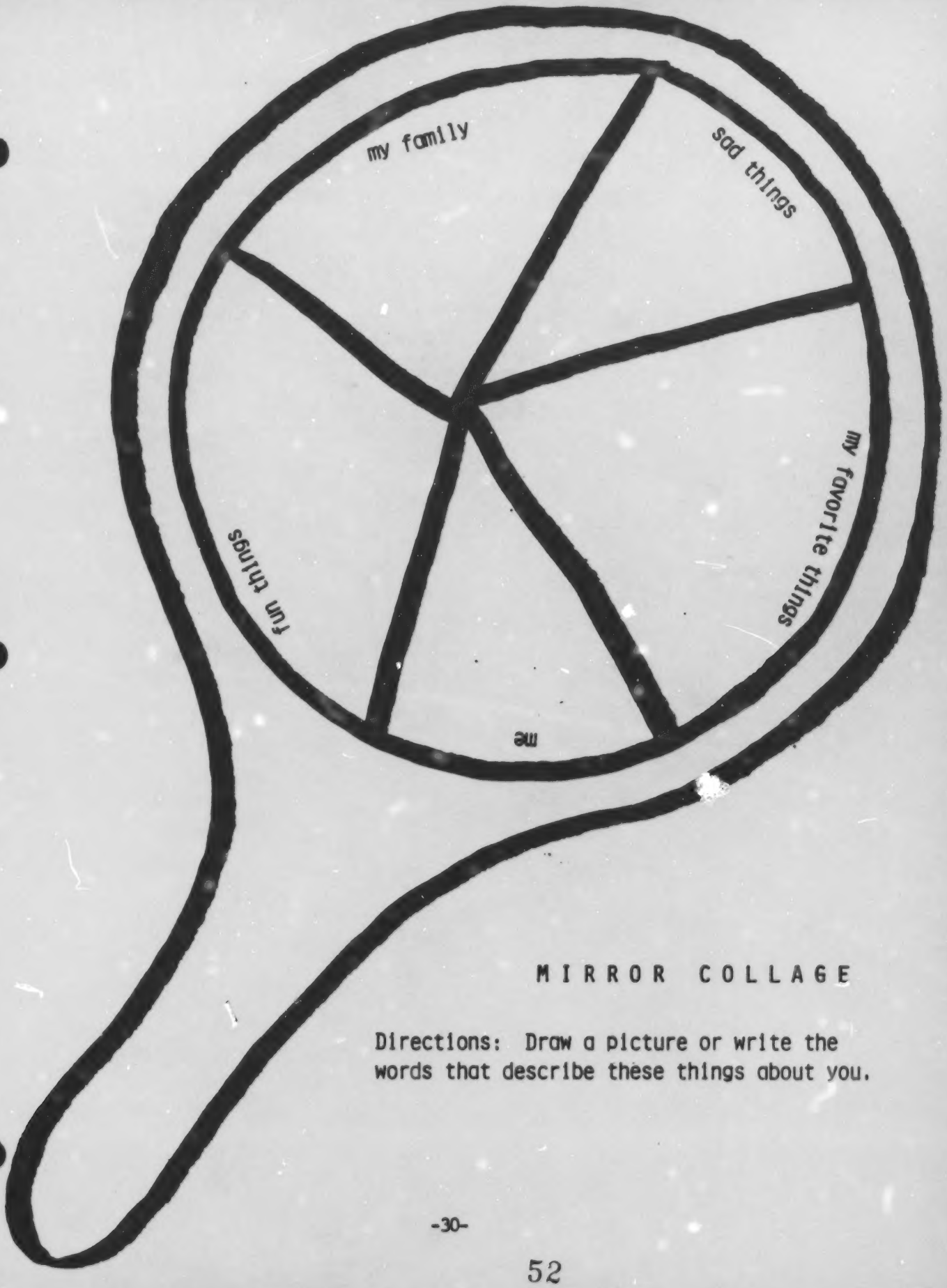
5 tablespoons softened butter
3 1/2 cups confectioners sugar
6 tablespoons of milk
salt
1 teaspoon vanilla extract
food coloring (optional)

1. While the cookies are cooling, mix together butter, sugar and vanilla.

2. Add the milk, a little at a time, until the frosting is thin enough to spread.

3. Add a few grains of salt and food coloring (optional).

4. Cover cookies with a thin layer of frosting.



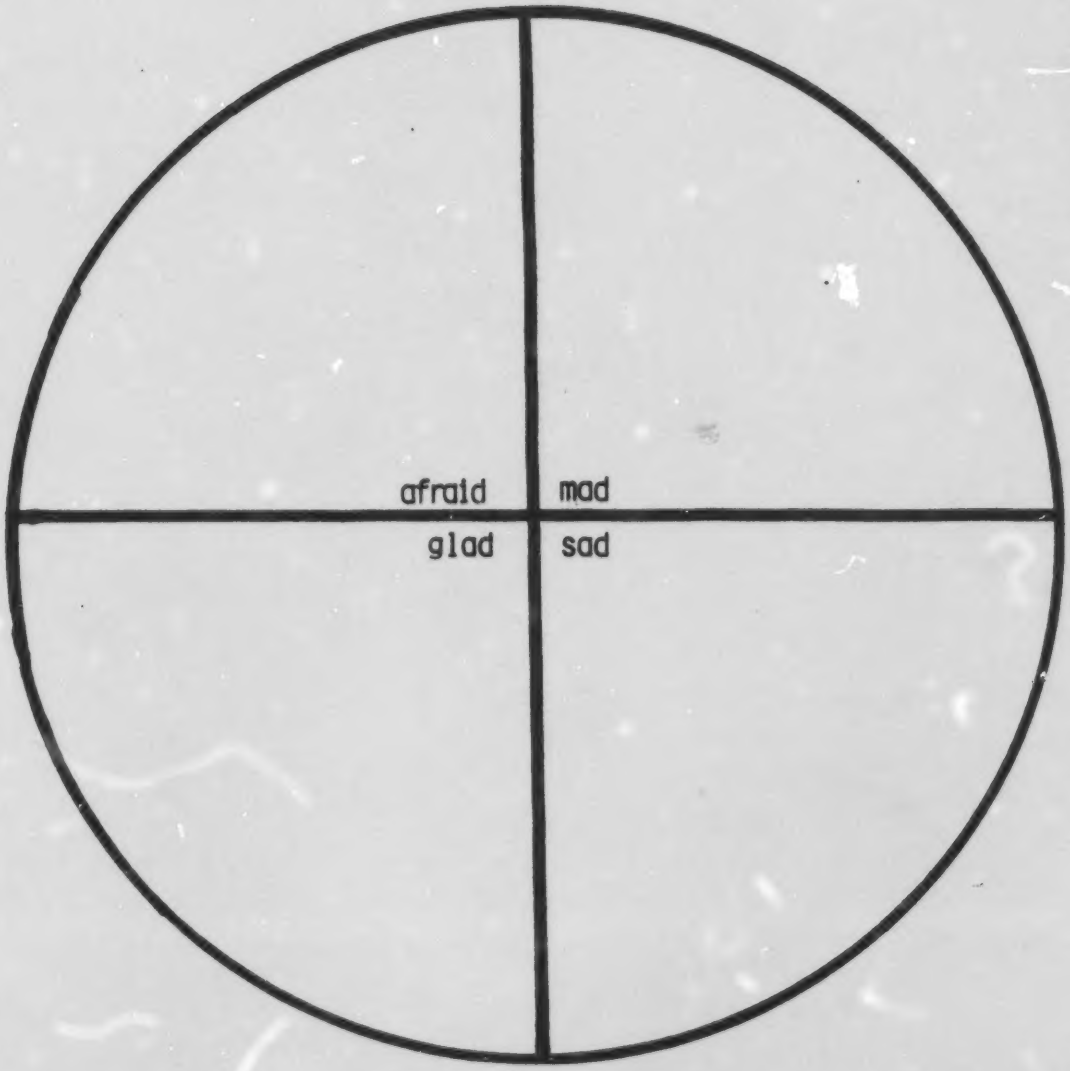

## MIRROR COLLAGE

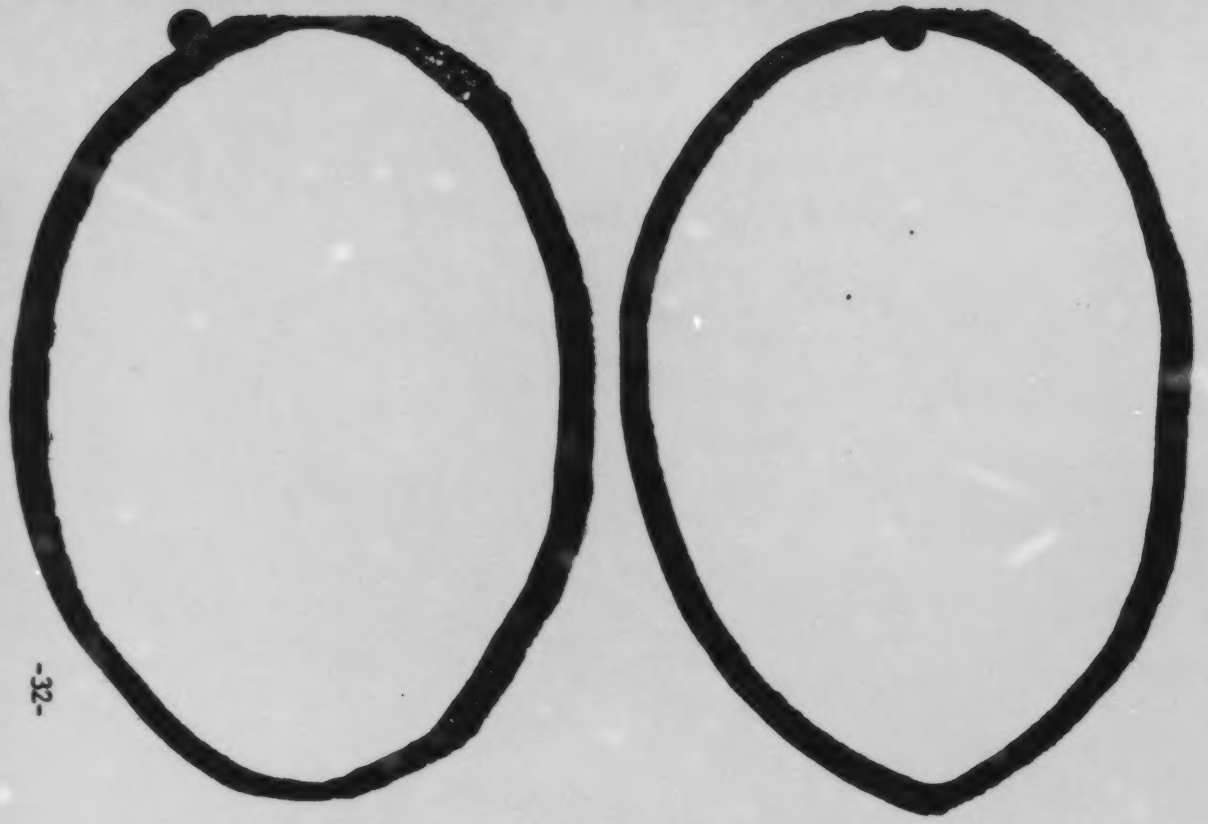
Directions: Draw a picture or write the words that describe these things about you.

## FEELINGS DIAL

Cut out, color and mount on tag board. Use section headings that pertain to each child.

Keep on students desks or on a bulletin board.





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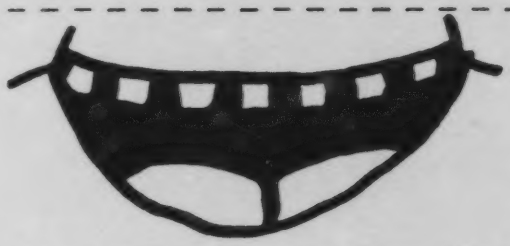
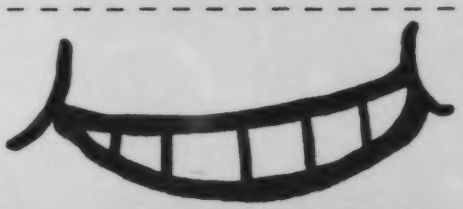
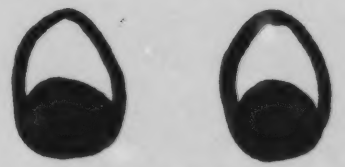
Cut and Glue

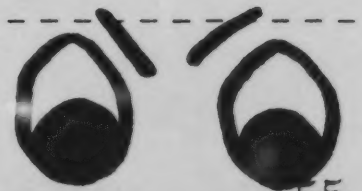




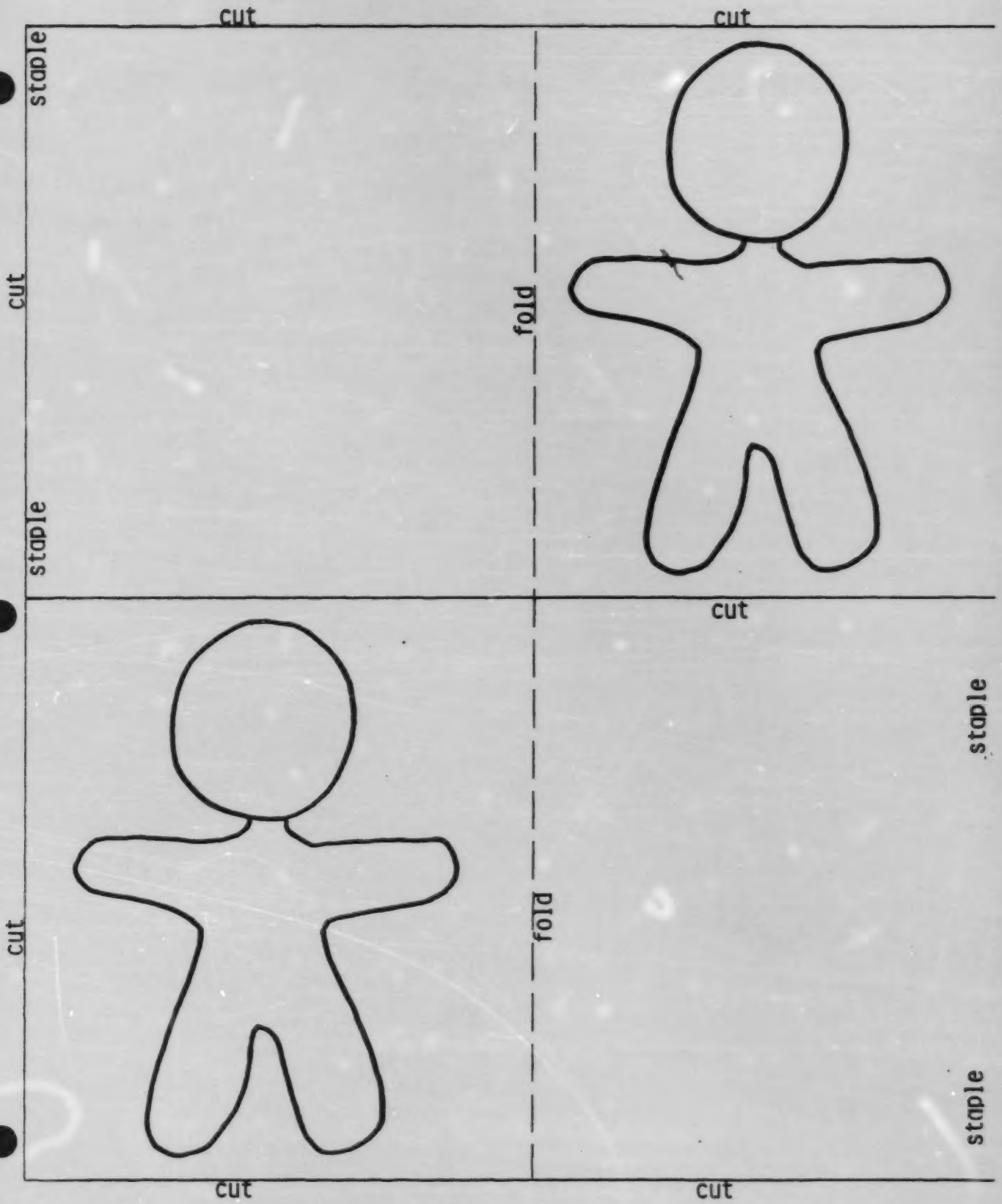
## HAPPY & SAD

Make 2 faces - 1 happy and 1 sad. Tell the class about a time you felt this way.





# STICK PUPPETS




Cut and fold, staple sides. Attach to a craft stick. Use to draw and color in: eyes, hair, clothes, etc.

happy

sad

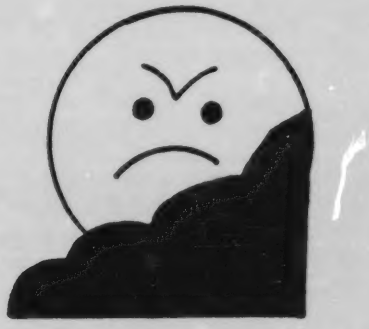
afraid

surprised

disgusted

angry

Name: _____



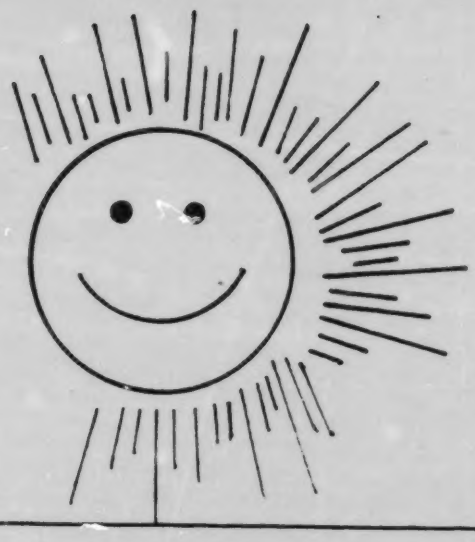
This is how I feel about learning today:

This is how my body feels today:

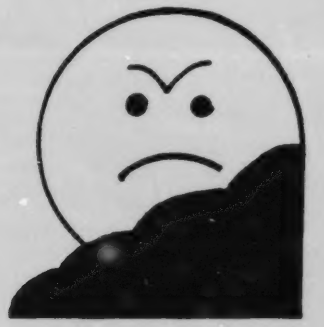
This is how I feel like acting today:

What I wish I could do today:

What is on my mind today:



Name: _____



This is how I feel
about learning today:

This is how my body
feels today:

This is how I feel
like acting today:

What made me sad:

What made me giggle:

## LESSON ACTIVITY SHEET

**Developmental Stage:** Awareness **Age Level:** K-3

**Goal:** Self Awareness **Resource and Location:** Teaching Moral Values

**Objective:** The student will state whether a situation is right or wrong.

**Title:** "Right or Wrong"

**Set-up:** Ask the students: Did you ever want to play with a toy that someone had, but they wouldn't share with others?

**Lesson:** Tell the students: Everyone listen to this story, because you are going to figure out who is right or wrong. (DISPLAY PICTURE)

Story: Tony's mom and dad gave him a new bike for his birthday. He was very happy with his new red bike. All of Tony's friends wanted to ride his new bike, but he wouldn't let them.

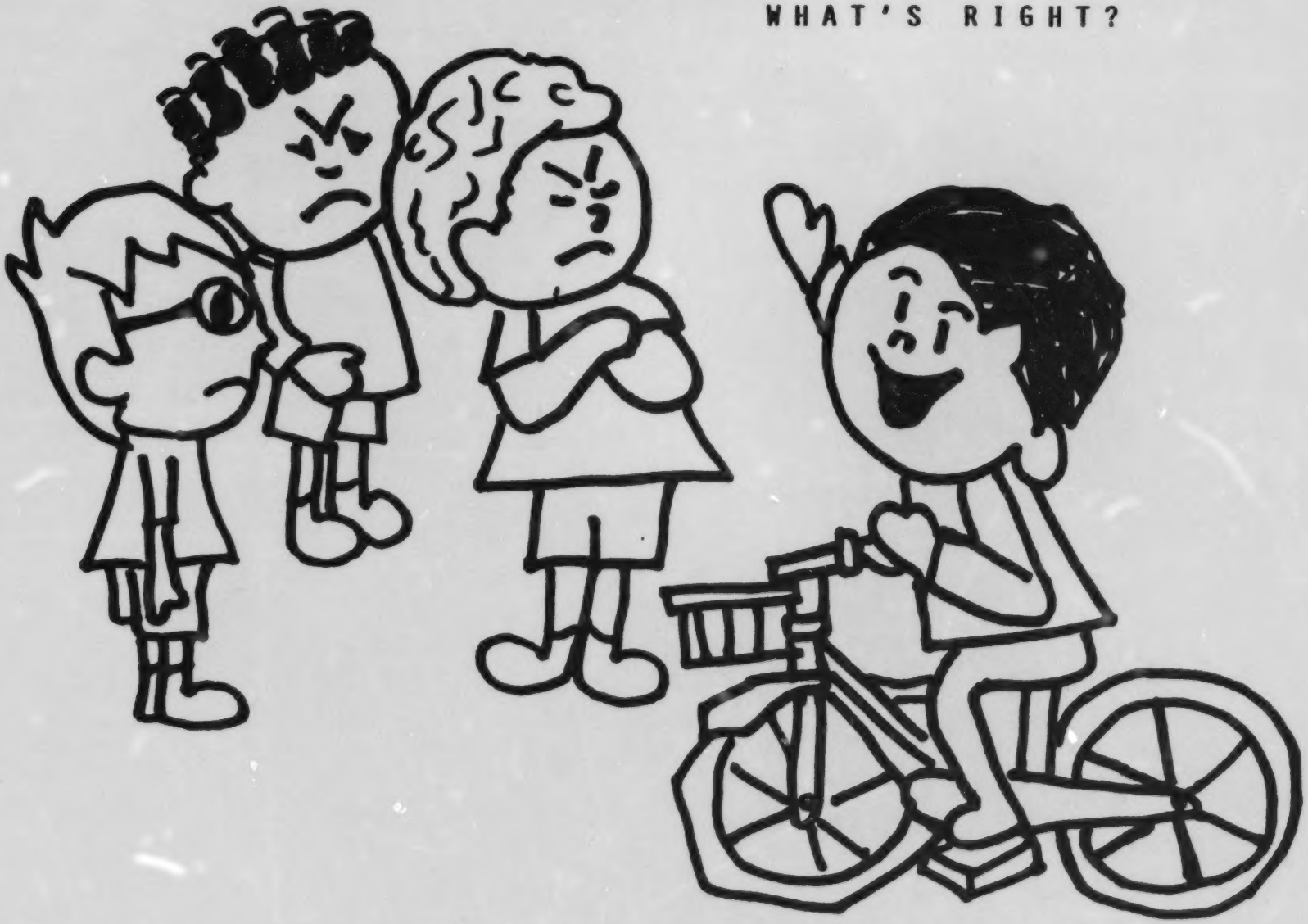
Pretty soon, his friends stopped coming to see him, even his best friend Howard. Tony didn't care, he just rode his bike. After a few days, Tony began to get lonely. He didn't have fun riding his bike by himself anymore. He decided he would let his friends ride his bike now, but no one came to see him.

1. What should Tony do?
2. Was it right or wrong for Tony not to share his bike?
3. What was the right thing for Tony to do?

**Follow-up:**

Discuss school or home situations dealing with sharing. Let students decide the right way to handle sample situations. Have students discuss the wrong way to handle situations and why it is wrong.

WHAT'S RIGHT?



## LESSON ACTIVITY SHEET

Developmental Stage: Awareness Age Level: K-3

Goal: Self Awareness Resource and Location:

Objective: The student will appropriately accept positive reinforcement.

Title: "You've Done A Great Job!"

Set-up: The teacher reads the following using voice inflections:

1. How do you feel when someone says:
   a. Good Job (mone-tone) b. WOW!! That's Great! (excited voice)
   b. Terrific! (high voice) c. Working hard (pat on the back)
2. Do you like it when someone tells you you've done a great job?
3. How do you act when someone tells you you've done a great job?
   a. Do you smile & keep working? b. Do you get excited, you don't know how to act, then sometimes you might do something you shouldn't?
   c. Do you act like you don't care?

Lesson:

1. <u>The Good Seat</u>: Have each child take a turn sitting on a special seat that faces the group. Each student in the group gives the "Good Seat Person" a compliment. The "Good Seat Person" tells how he feels after he is complimented.

2. <u>Let's Say Good Things</u>: pair the students and have each pair take a turn standing in front of the class facing each other. They will take turns saying something good about the other. After each pair has had a turn, let anyone in the class compliment any other student. Discuss how it felt to give and receive compliments.

3. <u>Who Am I Thinking Of</u>: The teacher leads the activity by saying, "I am thinking of someone very special". There are the three things that this special person can do very well, 1) _____ 2) _____ 3) _____. Can you guess who this person is? For younger children, the teacher can begin with very concrete kinds of descriptions such as clothing, hair color, etc.

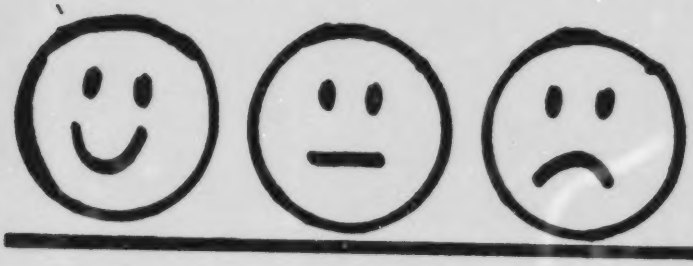
Follow-up:

Have the students compliment members of their family and discuss the next day.

Name: _____

# My Jobs

When I do my job <u>well</u>, I feel



What words tell how you feel?

_____

_____

My job at home:

My job at school:

# THE JOBS I DO AT HOME

| | |
|---|---|
| Kitchen | Yard |
| Livingroom | Bedroom |

Draw a picture of a job you do in each room.

Name: _____

## WHAT WORK WOULD YOU DO?

What work would you do?

Would you be a clerk?
or a doctor?
And maybe a carpenter, too?

Would you be a nurse?
or a druggist?
And maybe a musician, too?

What work would you do?

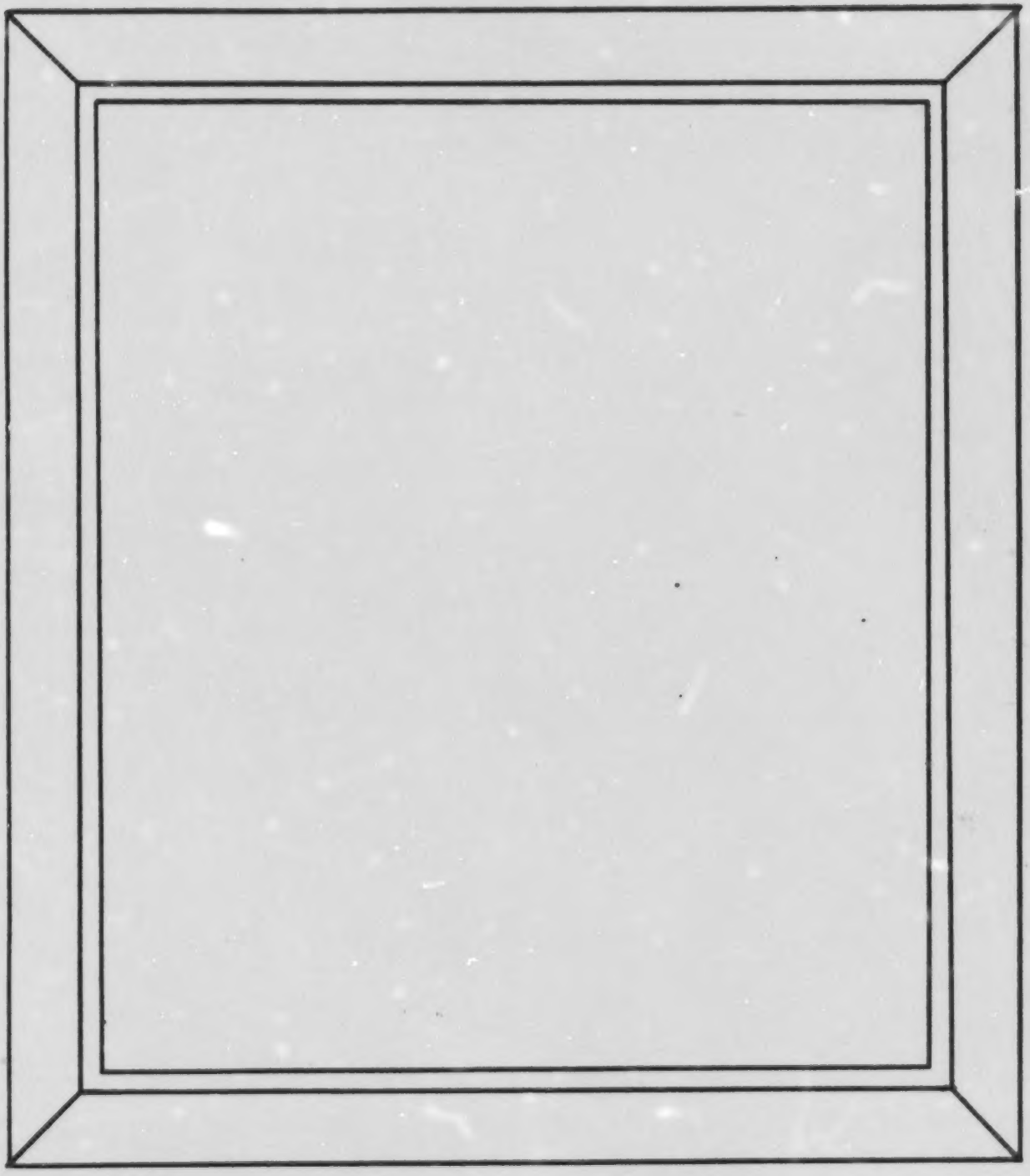
Would you be a chef?
or artist?
And maybe an astronaut, too?

Would you be a poet?
or teller?
And maybe the President, too?

What work would you do?

Name: _____

A PICTURE OF ME AT WORK



Draw a picture of yourself doing a job at home.

name: _____

# INTERVIEW

with: _____

1. Where do you work? _____
2. How long have you worked there? _____
3. What is the name of your job? _____
4. What are two duties you have?

   _____

   _____
5. What do you wear? _____
6. What tools do you use? _____

   _____

   _____

Write in answers yourself or have the person you are interviewing write them in.

# COMMUNITY HELPERS

# HEALTH

# CONSTRUCTION

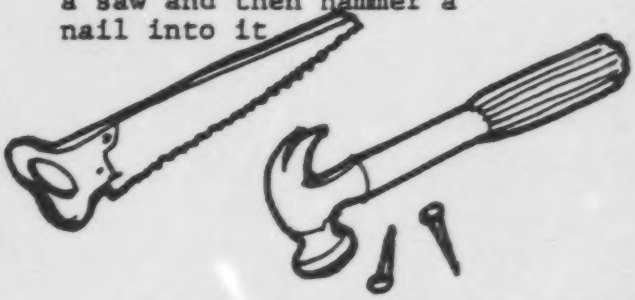
# SERVICES

# TRANSPORTATION

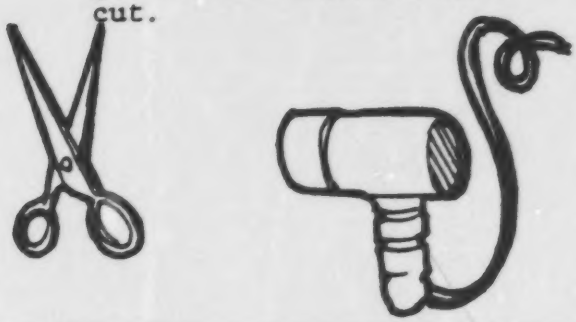
# GUESS WHO I AM . . .

You are a **Waiter/Waitress** - pretend to take an order and carry a tray.

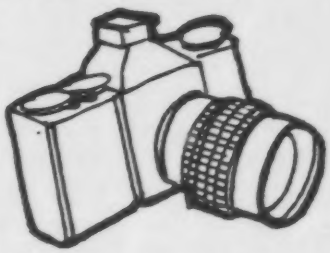
You are a **Carpenter** - pretend to cut wood with a saw and then hammer a nail into it.



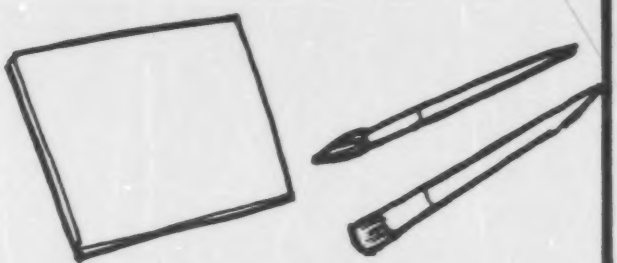
You are a **Hair Stylist** - give a make-believe hair cut.



You are a **Photographer** - pretend to take pictures.



You are an **Artist** - pretend to paint a picture.



You are a **Secretary** - pretend to type a letter on your typewriter.

Cut these apart, let the students take turns picking one from a hat and acting out the idea for the class to guess.

# PEOPLE AND TOOLS cut & paste

Teacher

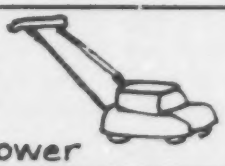
Artist

Gardener

Secretary

Dentist

Auto Mechanic

| | | |
|---|---|---|
|  lawnmower | blackboard | wrench |
| paint brush | pick and mirror | typewriter |

Cut out the pictures, glue a hat and tool to the puppet to make a worker. Color your puppet. Bus driver, policeman, fireman, store-clerk, doctor, mailman.

# COSTUME BOX

## CLOTHING

PILOT'S HAT
DANCER'S SHOES
COOK'S HAT
FARMER'S HAT
MILITARY CAP
HOMEMAKER'S APRON
FIREMAN'S HAT
LIFEGUARD'S GLASSES
COWBOY'S HAT
POLICE OFFICER'S HAT
ARTIST'S SMOCK
ATHLETE'S T-SHIRT
CONSTRUCTION HARD HAT
NURSES HAT
SAILOR'S HAT
DOCTOR'S COAT
UNIFORMS
FARMER'S OVERALLS
MINISTER'S ROBE

## TOOLS

DOCTOR'S STETHESCOPE
BANK TELLER'S MONEY
CASHIER'S CASH REGISTER
BEAUTICIAN'S HAIRDRYER
WAITER'S TRAY OF DISHES
SECRETARY'S TYPEWRITER
CARPENTER'S HAMMER & NAILS
ANNOUNCERS MICROPHONE
NURSES THERMOMETER
TELEPHONE OPERATORS TELEPHONE
HOMEMAKERS CLEANING TOOLS
PLUMBER'S WRENCH
BARBER'S COMB
ARTIST'S PAINT BRUSH
GROCER'S (PLAY) FOOD
LIBRARIAN'S BOOKS
POSTAL WORKER'S MAILBAG
MUSICIAN'S INSTRUMENT
PHOTOGRAPHER'S CAMERA

SIMULATED SITUATION IDEAS FOR ROLE PLAY

Giving and Receiving Constructive Criticism:

1) You are coloring a poster to hang on the wall. The person helping you is going out of lines. What is the best way to let that person know?

2) You are playing ball and your friend keeps throwing the ball past you in another direction.

3) Someone has cooked something with too much salt in it and it tastes terrible.

Getting Along With Others:

1) You are on the playground standing in line waiting for your turn on the slide. All of a sudden two kids are running by you, one falls into you and knocks you out of the line. What should you do?

2) You put your lunch down on the table beside your friend. You left to get another milk, when you returned someone had moved you lunch, taken your place and moved your lunch to another spot. What would you do?

3) You are trying to do your math paper but the person next to you keeps bothering you by talking. What would you do?

Giving and Accepting Help:

1) A student hands in a math paper. The teacher corrects it and finds many of the problems wrong. The teacher helps the student with the incorrect problems.

2) A student is trying to kick a ball in a straight line. He just isn't able to do it. Another student comes to help him.

3) A student is trying to put a construction toy (puzzle) together - it isn't working. Another student comes to help.

Dealing With Problems

1) Show the students a shoe with the strings knotted. Ask them what they would do with it if they didn't know how to get the knot out. Discuss all of the solutions and decide on the best one.

2) You are in the kitchen, you notice that a pan on the stove is starting to boil over. What should you do first, next. What should you not do?

3) You are outside with your dog. The wind blows the gate open and the dog runs out and down the street. What should you do first, next. What should you not do?

These can be used as tickets earned for completing an assigned task or job.

## Free Time

name: _____ has

_____ minutes of

FREE TIME

## Congratulations!

_____ has

name

earned this special privilege

---

## Check Card

Name: _____ Date: _____

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
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Use X ☺ \ ✓ to fill in each space as the student finishes the tasks assigned.

When full, this can be cashed in for treats, toys, free time or a special privilege.

## LESSON ACTIVITY SHEET

Developmental Stage: Awareness Age Level: K-3

Goal: Attitude Development Resource and Location:

Objective: The student will take turns and share.

Title: "Taking Turns"

Set-up: Ask the students: Who is an artist in this room? What kinds of things do you like to draw? Which one of you could draw a picture with another person?

Lesson: Tell the students: We are going to be artists today. You will be drawing some very special pictures on the chalkboard. There are some rules for you to follow while you are drawing:

1. Two people will draw a picture together.
2. You will share one piece of chalk.
3. You must take turns and let the other person know when you're finished so they may take their turn.
4. There can be no talking.
5. You may use sign language, expressions and gestures.

The teacher can demonstrate by picking one student to do the activity with. The teacher picks up the chalk, makes a line then nods at the student and hands her the chalk. Pass the chalk back and forth until the picture is complete.

Ask the students the following questions:

1. Did you make one picture or two separate pictures?
2. How did you let each other know you wanted to take a turn?
3. How did you let the other know it was her/his turn?
4. Did each of you do the same amount of work?
5. Did you ever get mad at your partner? How did that show?
6. Did you worry what your partner would think about your drawing?

Follow-up:

Tell the students to share and take turns with a toy that day. Discuss the situations the following day.

COURTESY WORDS

ROLE PLAY

1) One student gives another student a toy. (Thank you, you're welcome.)

2) One student helps another student get up after falling down. (Thank you, you're welcome.)

3) One student accidentally bumps into another student. (I'm sorry.)

4) A student accidentally loses another student's toy. (I'm sorry.)

5) A student needs to interrupt another student. (Excuse me.)

6) A student coughs at the lunch table. (Excuse me.)

**YOU ARE GREAT!**

This award is
given to _____

for being

**Courteous**

Date _____

Signed _____

## LESSON ACTIVITY SHEET

Developmental Stage: Awareness

Age Level: K-3

Goal:

Resource and Location: Teaching Moral Value

Objective: The student will share.

Title: "Sharing"

Set-up: Ask the students: Did you share something with someone today? Did you like to share your things? We are going to talk about sharing today.

Lesson: (Display picture) Tell the students: I'm going to read a story about Peggy and Kim.

Peggy and Kim were walking home from school. The sun was shining and it was very hot. The two girls were so hot that they took their sweaters off.

Kim was feeling so hot that she said, "I think a cold popsicle would taste great. I'm going to buy one from the ice cream truck at the corner". Kim only had enough money for one popsicle and Peggy didn't have any money.

When they got to the ice cream truck, Kim bought one cherry popsicle.

Ask these questions:

1. Do you think Kim ate the whole popsicle by herself?
2. What would you have done?
3. How did Peggy feel?
4. What kinds of things can friends share?

Follow-up:

Tell the students: Everyone in the room has one thing to do before tomorrow. All of you share something with someone else either at school or at home. We will discuss it tomorrow.

SHARING

## LESSON ACTIVITY SHEET

Developmental Stage: Awareness

Age Level: K-3

Goal: Attitude Development

Resource and Location: The Glendora Project ERC

Objective: The student will avoid unnecessary tattling.

Title: "When To Tell"

Set-up: Ask the students: When you come in from recess, what things did you tell the teacher? Which things did you think were really important? Have you ever been called a tattle tale? Did you like being called that name?

Lesson: Tell the students: Before you come to tell on something, make sure it's a problem that you need to tell the teacher. Think about these things:

1. Is it the truth. Did you really see it happen?
2. Is it dangerous. Could it or did it hurt someone?
3. Can you take care of it without the teacher's help?

Decide if these problems should be reported to the teacher:

1. John's reading teacher is looking for him. Should you tell your teacher in case she knows where he is?
2. Kim is mad because the boys are teasing her.
3. Jack's arm is bleeding.
4. Jerry and Tom are fighting.
5. Add any appropriate situations.

Use the above or your own situations to have the students role play and then decide if the teacher should be told about the problem.

Follow-up:

1. Praise students for tattling less.
2. Remind students about when it's necessary to tell.
3. Turn your attention to something else, when a tattler approaches.

## LESSON ACTIVITY SHEET

Developmental Stage: Awareness Age Level: K-3

Goal: Attitude Development Resource and Location:

Objective: The student will begin a task promptly when directed and will work on a task to completion.

Title: "Get The Job Done"

Set-up: Ask the students: What kinds of things do you like to do very much? What things do you dislike doing? Do you get started or complain?

Lesson: Tell the students: We all have jobs, chores, and assignments to do. If everyone decided they didn't like certain things and stopped doing them, what do you think would happen?

Discussion situations:

1. Mom decides she isn't going to do any more dishes. What would happen?
2. The cooks in the cafeteria decide they don't want to make lunch tomorrow, what would happen?
3. The teachers decide they don't want to have recess anymore, what would happen?
4. When you ask your mom for another glass of milk, do you want to wait while she complains about getting it?
5. When you ask your teacher if you can hand in your paper because you are finished, how would you feel if she said "I don't want to look at it right now - I'm too tired, wait until later"?

Follow-up:

1. Have students role play situations:
   a. a student is given a task, he starts right away and finishes quickly (a puzzle, short story, etc.)
   b. the same situation as above - the student complains, pushes the task away, looks around, etc. DISCUSS WITH CLASS
2. Set up contingencies so that those who get started and finished quickly are rewarded.
3. Verbally praise those who stay on task.

# CONTRACT

I _____
(STUDENT)

WILL EARN: _____
(REINFORCER)

FOR LEARNING: _____
(ACADEMIC OR BEHAVIOR)

_____

SIGNED:

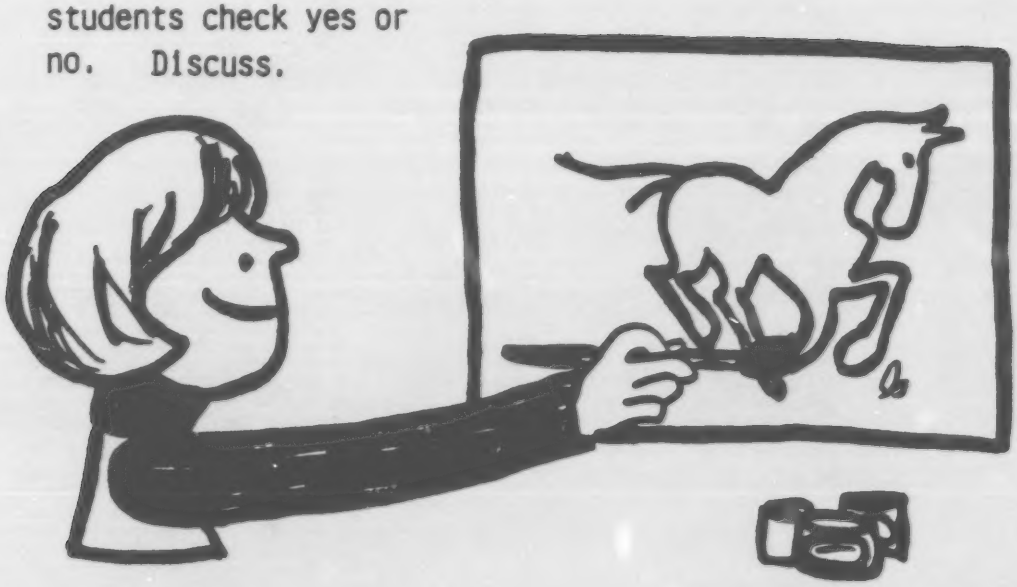
_____
STUDENT DATE

_____
STUDENT DATE

WHY DO WE GO TO SCHOOL . . .

| | | |
|---|---|---|
| 1. To learn | ☐ no | ☐ yes |
| 2. To play | ☐ no | ☐ yes |
| 3. To sing | ☐ no | ☐ yes |
| 4. To rollerskate | ☐ no | ☐ yes |
| 5. To paint | ☐ no | ☐ yes |

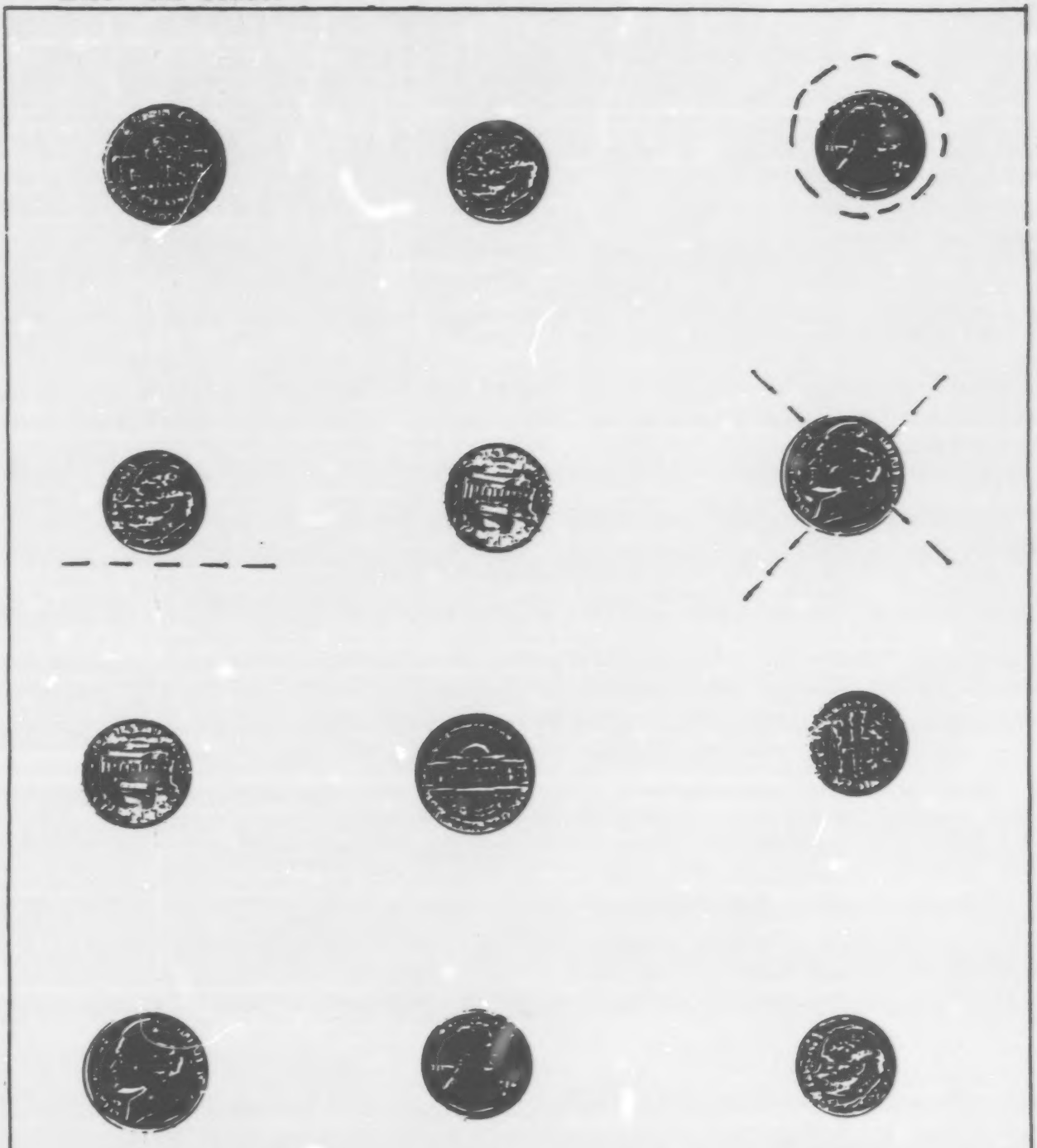
Teacher: Read aloud to students. After each statement, students check yes or no. Discuss.



Name: _____

# WHICH IS WHICH

Draw a circle, ◯, around the pennies; X the nickels; draw a line under the dimes.



Name: _____

# MATCH THE VALUE

Match the coins with lines. Fill in the blanks.

5¢

5¢

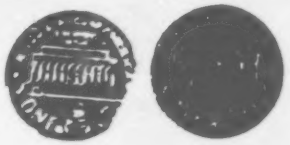
10¢

89

Draw a line from the group of coins on the left.

Name: _____

# ADD THE COINS



2¢ + 1¢ = ____¢

____¢ + 5¢ = ____¢

5¢ + ____¢ = ____

____ + ____ = ____

-66-

Add the coins. Fill in the blanks. 90

Name: _____

# IS THIS MONEY?

Circle the numbers that mean money:

| | | | |
|---|---|---|---|
| 5 | 10¢ | 3¢ | 4 |
| 1¢ | 8¢ | 11 | 18¢ |
| 12 | 16¢ | 3 | 9¢ |
| 2¢ | 7 | 13¢ | 15¢ |

## LESSON ACTIVITY SHEET

Developmental Stage: Awareness

Age Level: K-3

Goal: Economic Awareness

Resource and Location: Career Awareness ERC Voc. Dept.

Objective: The student will state that people must work to have money in order to buy things they want and need.

Title: "Money, How Do We Get It, Why Do We Need It?"

Set-up: Ask the students: What is the last thing you or your parents bought? Was it something you really needed? Where did the money come from to buy it?

Lesson: Tell the students: We will make two lists (on chart paper or the chalkboard). The first is a list of all the things we want and need to have that costs money. The second is a list of all the ways you or your parents earn money. (Help the students by giving examples for them to generate idea's from.)

Discussion starts - ask the following questions:

1. What would happen if you and your parents did not work?
2. What would happen if you and your parents did not earn any money?
3. How would you feel if you could not have the things you listed as needs and wants because there is no money to buy them?
4. How can we make sure we have money to get the things we need and want?

Follow-up:

Have the students write a short story or draw a picture about one of the above subjects. Have the students ask parents about all the things they must pay for with the money they earn; students can offer the information to the class.

NAME: _____

DIRECTIONS: Talk to a relative or neighbor. Have them help you to fill in the spaces.

Who: _____

What do you do: _____

Tell about it: _____

_____

_____

Draw a picture about this persons' Job:





# WHAT IS YOUR JOB?

## LESSON ACTIVITY SHEET

Developmental Stage: Awareness Age Level: K-3

Goal: Basic Life & Survival Skills Resource and Location:

Objective: The student will determine if a situation is an emergency and go for help.

Title: "Emergency Situations"

Set-up: Ask the students: Have you ever gotten hurt when there were no adults near you? What did you do? What is an emergency? Have you ever had an emergency situation?

Lesson: Tell the students: Today we will talk about emergencies and what we should do in an emergency situation. Emergency - means that someone is hurt or could get hurt if he/she doesn't get help. Did you ever see someone that needed help? Who helped them?

1. If a classmate fell off the swing, what should you do? (Tell hi./her to lie still until a teacher comes then get a teacher.)

2. If you are at home and someone gets hurt, what should you do? (Get parents or neighbor.)

3. If you see a fire, what should you do? (Get away from it, go find and tell an adult.)

4. If you are outside by yourself and you see someone get hurt? (Find an adult and tell him/her.)

Use more situations and have students role play finding an adult to help.

Follow-up:

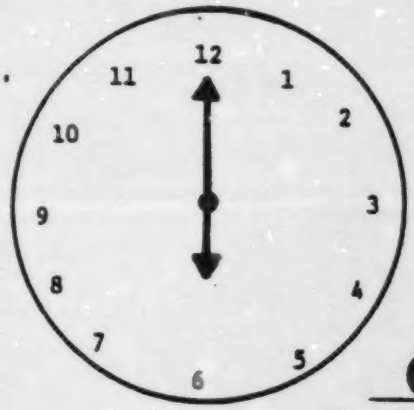
Discuss possible emergency situations letting the students make up the situations and the solutions.

La Mesa-Spring Valley School District

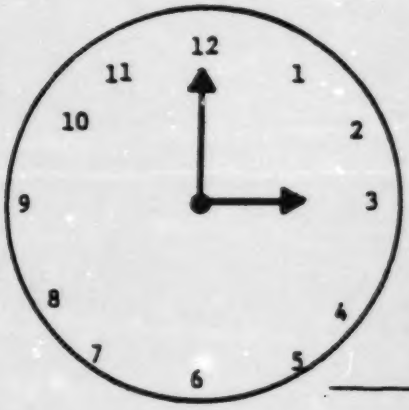
Name _____

Date _____

CLASSROOM ACTIVITY

1. 


6:00

2. 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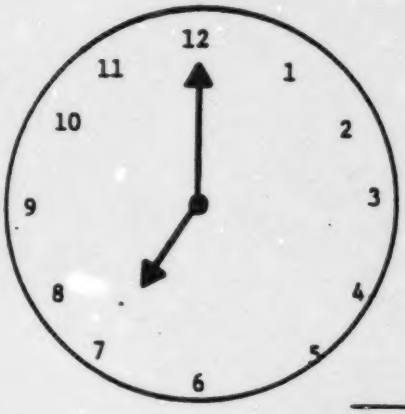
3. 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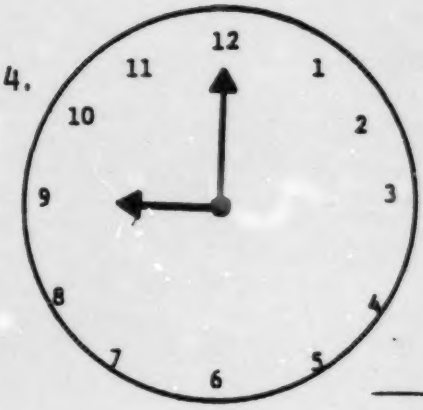
4. 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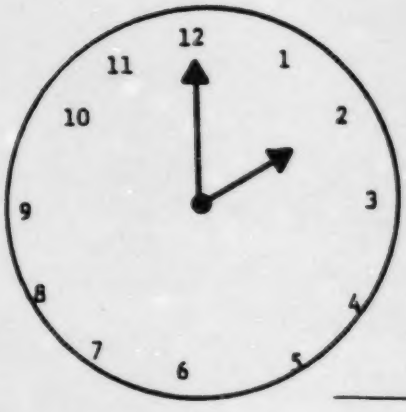
5.


: _____

6. 


: _____

Fill in the time.

La Mesa-Spring Valley School District

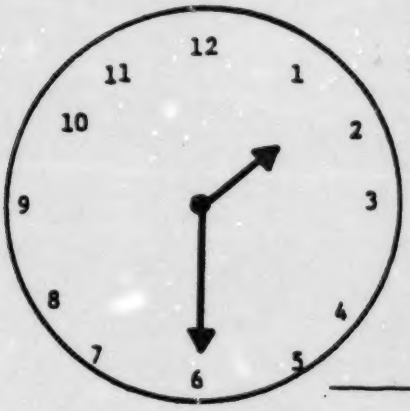
Name _____

Date _____

CLASSROOM ACTIVITY

1.


3:30

2. 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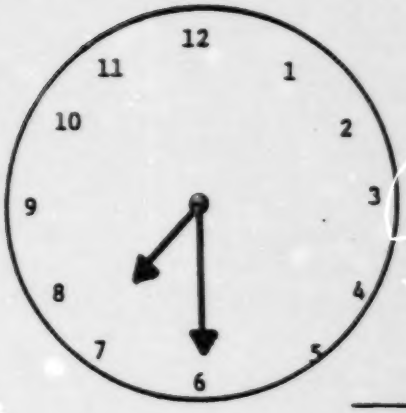
3. 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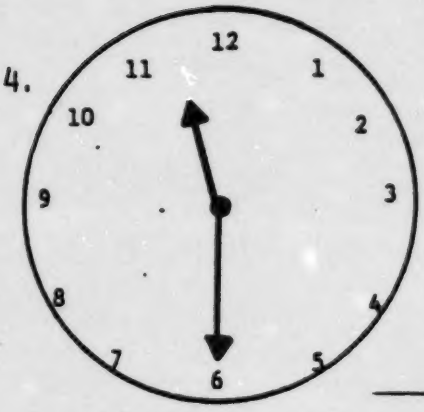
4. 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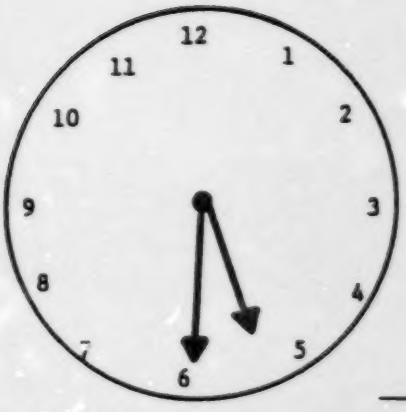
5. 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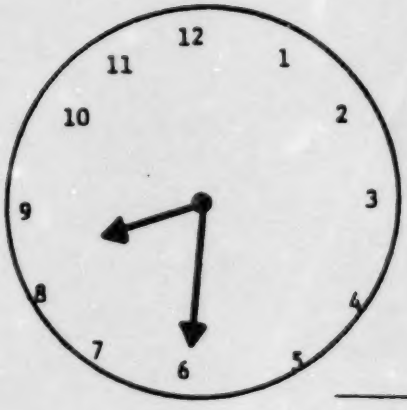
6. 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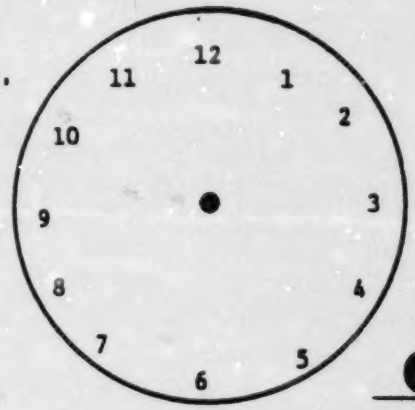
Fill in the time.

La Mesa-Spring Valley School District

Name _____

Date _____

CLASSROOM ACTIVITY

1. 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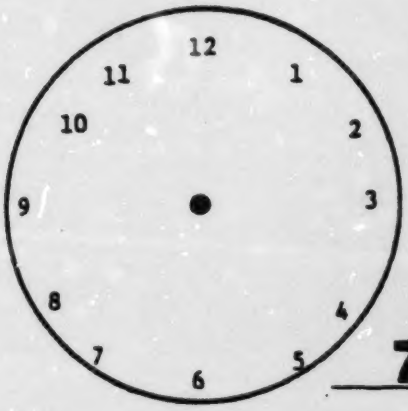
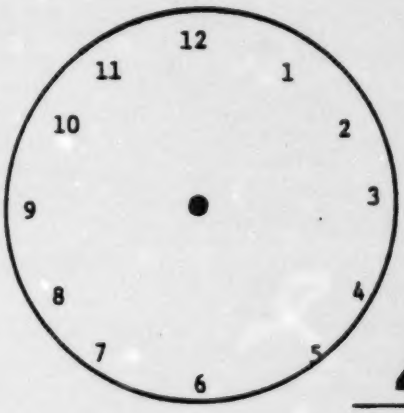
2. 


7:30

3. 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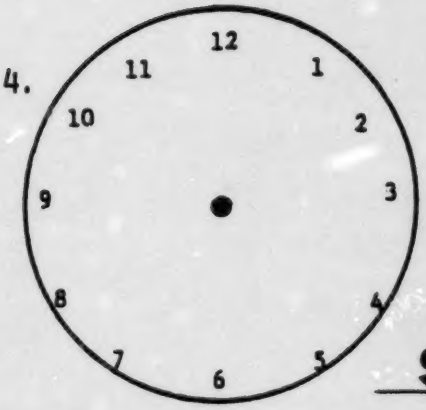
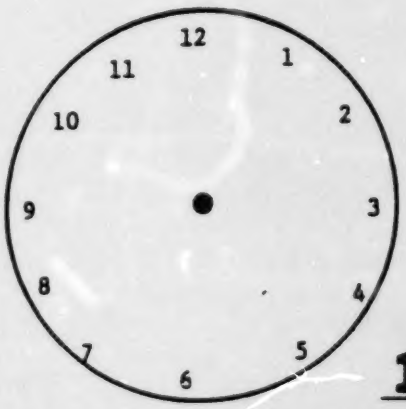
4. 


9:00

5. 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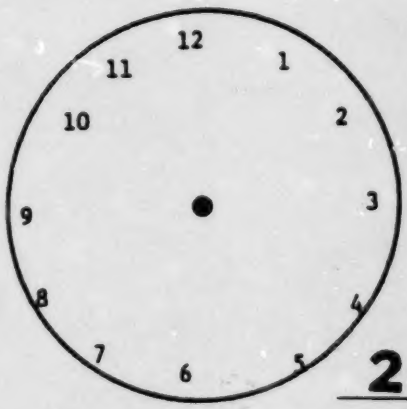
6. 


2:30

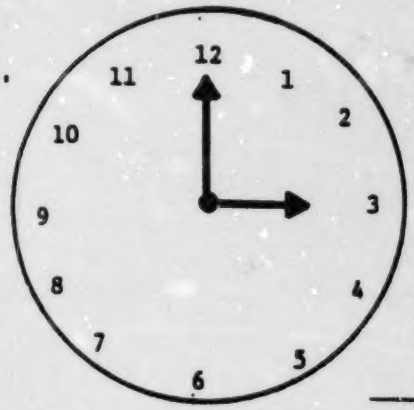
DRAW THE HANDS ON EACH CLOCK.

La Mesa-Spring Valley School District

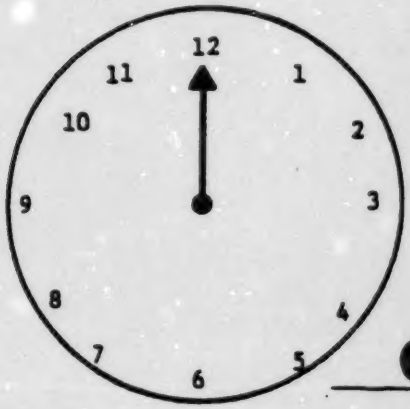
Name _____

Date _____

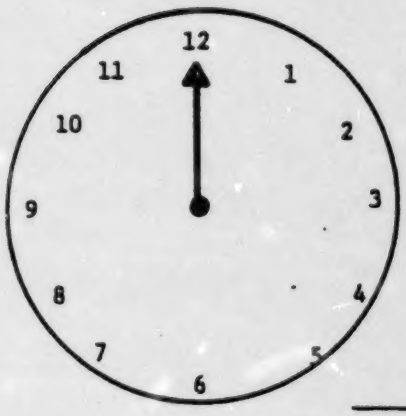
CLASSROOM ACTIVITY

1. 

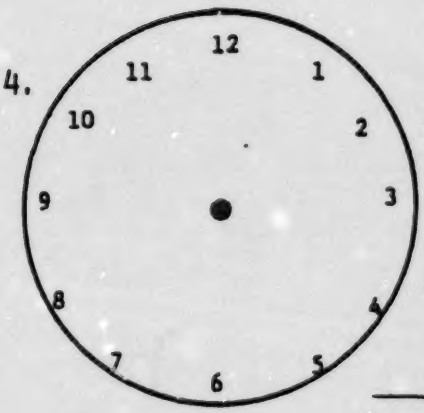

3:00

2. 

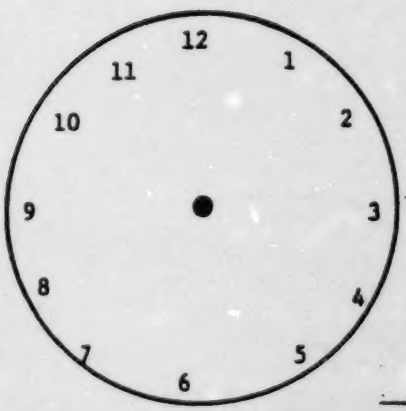

6:00

3. 

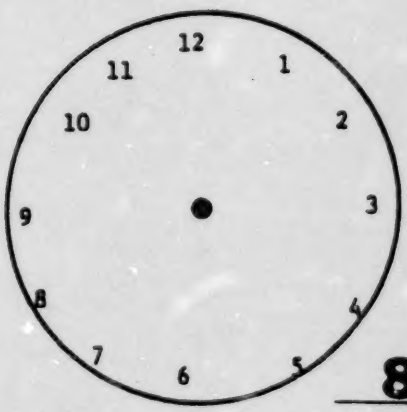

9:00

4. 


1:00

5. 


5:00

6. 


8:00

DRAW THE HANDS ON EACH CLOCK.

Name: _____

GOOD GROOMING

Do you like Showers
or Baths (circle one).

Draw your face
in the mirror.

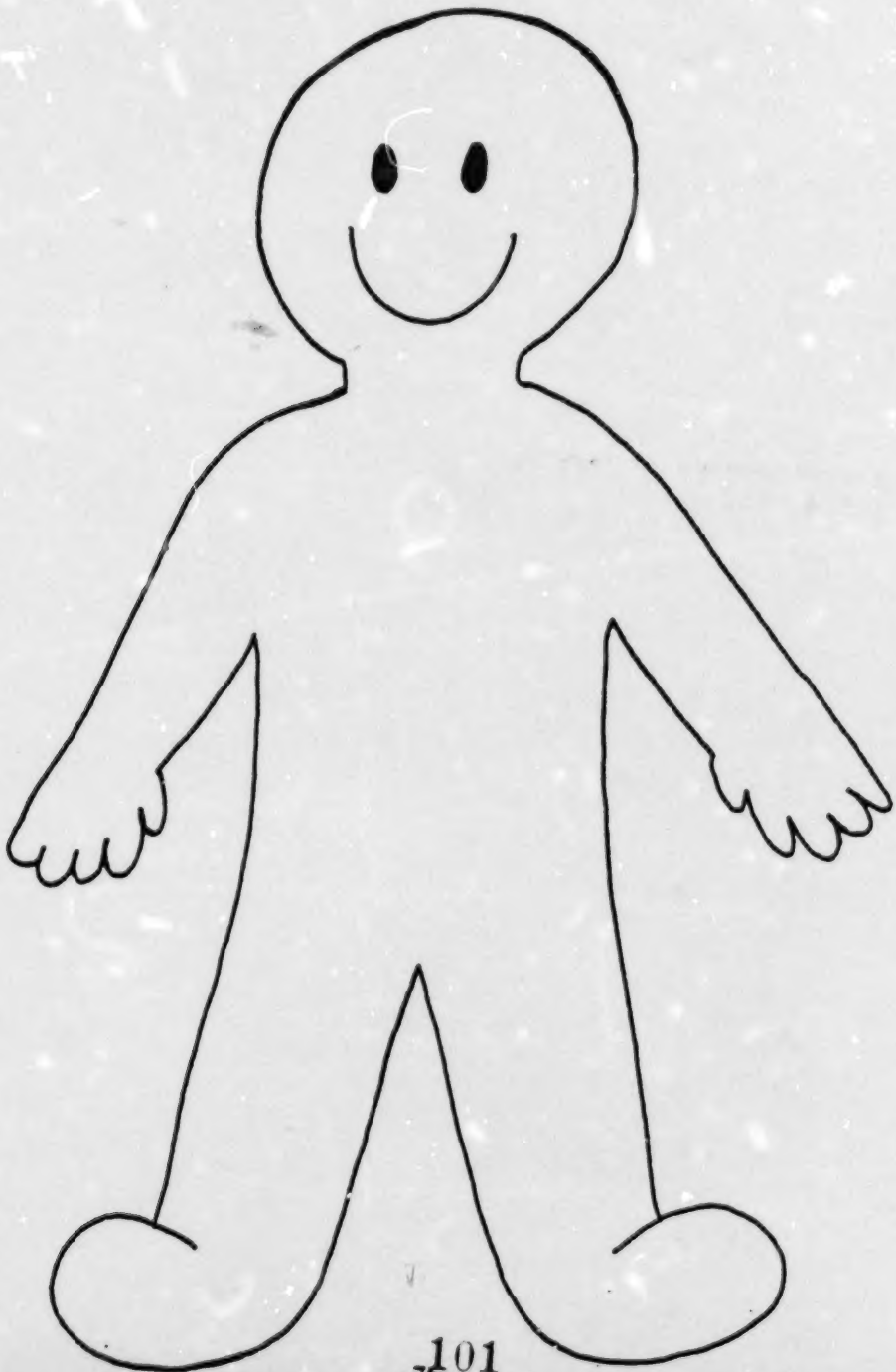
How many items did you use today?
Circle the things you've used.

Teacher: Help students circle each item they used today. Have them draw their face in the mirror.

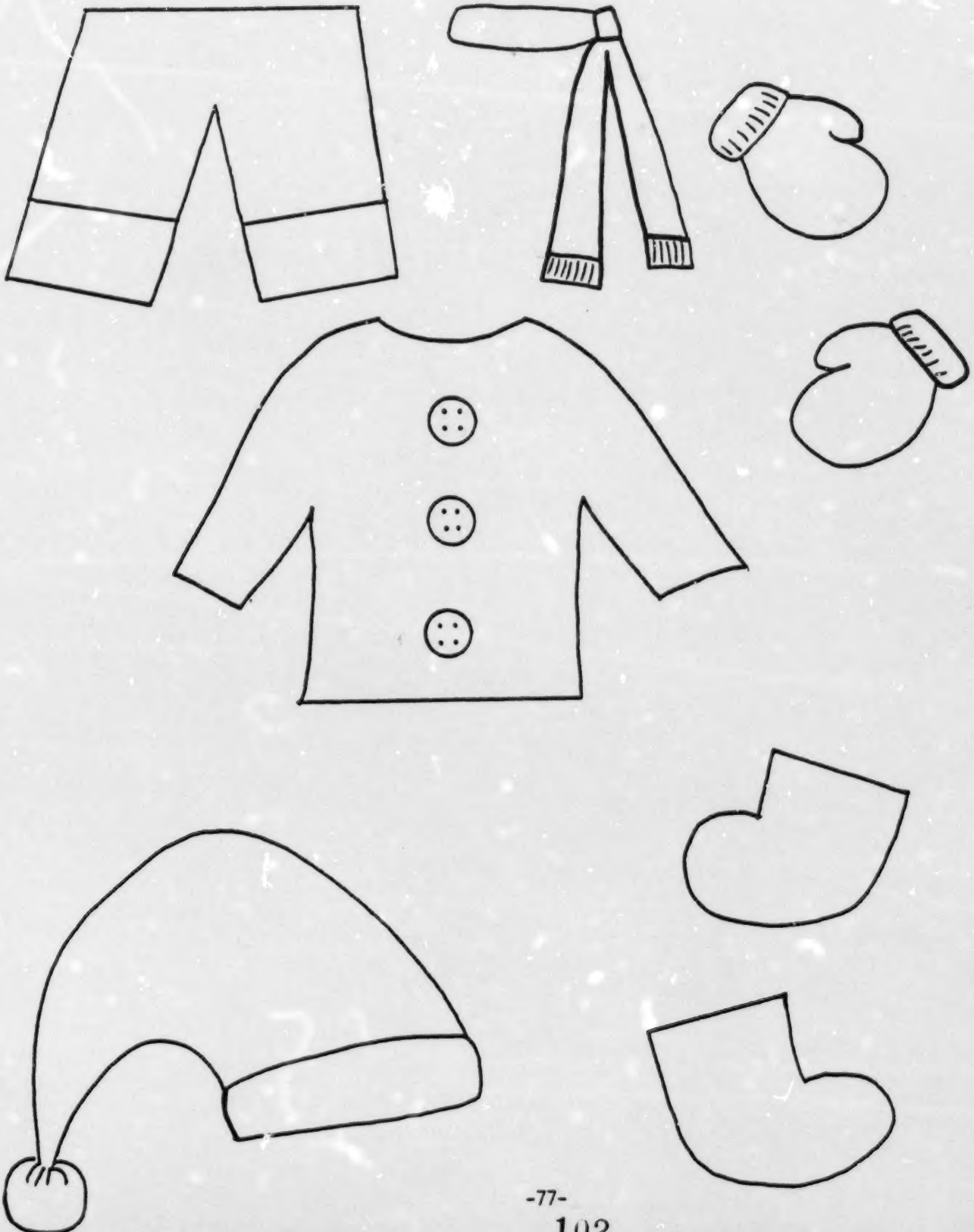
# KEEPING HEALTHY

NAME_____

Directions: Carefully color and cut cut all of my winter clothes. Dress me so I stay healthy for winter by pasting all of my clothes on me.



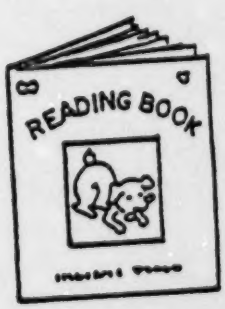
KEEPING HEALTHY



Name: _____

# WHAT CAN WE EAT

Directions: Color the items below that make you a healthy person.

| | | |
|---|---|---|
| HAT | TURKEY | VEGETABLES |
| APPLES | FLOWERS | FOOD |
|   BOOK | GRAPES | MONEY |

## DOUGH ART

The microwave oven dries baker's clay in minutes rather than the hour or two needed conventionally. Use this inedible dough to make baskets, picture frames, ornaments, candle holders, necklace pendants or to sculpt small figures.

The dough can be applied to microwave oven-safe objects, such as clay pots or glass jars. To test dish safety, place in oven. Place 1 cup water in glass measure. Set on or next to dish. Microwave on HIGH 1 to 2 minutes. If dish remains cool, it is microwave-safe. Before shaping dough over glass bottles, jars or bowls, check the glass carefully for flaws. Do not use imperfect glass, as heat and steam from the dough could cause it to break.

Always elevate objects on a microwave roasting rack. The dough adheres to glass and clay, so no glue is needed. If you plan to remove the shaped object from the glass after microwaving, first spray the glass with a non-stick vegetable cooking spray. Allow items shaped over glass to cool in the oven; rapid temperature changes can cause the glass to break.

Useful tools for dough art are a rolling pin; a ruler; cookie cutters, pastry cutter, drinking glass with floured rim, or a small knife for cutting out objects; a drinking straw for making holes to hang ornaments; flat wooden sticks for sculpting or engraving designs; wooden picks for interior support of arms, legs or neck of sculptured figures; garlic press to produce textures like hair or fur; and a paintbrush to moisten pieces for joining. After thorough drying, paint your work with acrylic or enamel colors or finish with a sealer to prevent brittleness.

3 cups all-purpose flour
3/4 cup salt
3/4 teaspoon powdered alum
Food coloring, optional
1 1/4 cups water

In large bowl combine flour, salt and alum. If colored dough is desired, add food coloring to water. Mix water into flour. Shape dough into ball. Knead dough on lightly floured surface about 5 minutes, or until dough is smooth. Store in plastic bag. If dough becomes too stiff, sprinkle lightly with water while kneading. If dough is too moist, knead in additional flour to achieve desired consistency. Most dough shapes are microwaved on microwave roasting rack or microwave baking sheet sprayed with non-stick vegetable cooking spray. Microwave at 30% power for 2-minute intervals.

Microwave dough drying is not a complete drying process. Small areas of most objects may remain moist but firm to the touch. Allow all microwave-dried pieces to air-dry for at least 24 hours before finishing. All dried objects require finishing to prevent brittleness or breakage. Paint both sides of exposed areas with acrylic sealer, shellac, varnish or lacquer.

## ADDITIONAL RESOURCES

Additional Resources - Social/Emotional can be found in the ERC or by contacting a county Program Specialist.

Filmstrips:

"Developing Creative Thought in Children", (Parents Magazine Films)
"Looking at Me", (Bowmar)
"Your Child's Self Esteem", (Success Motivation Institute)

Tapes:

"Enhancing Self Esteem", (Butterfly Media)
"How to Build Student Self Esteem and Motivation in the K-8 School", (Association of California School Administrators)
"The Early Childhood Classroom", (Dr. Edith W. King)

Curriculum:

"DUSO - Developing Understanding of Self and Others", (American Guidance Service Incorporated)
"Magic Circle", (Human Development Training Institute)
"Me, Myself & I", (J.C. Penny Company Educational Relations)
"The Glendora Project "
"Learning About Social Behavior" - An Instructional Approach to Classroom Behavior, (Glendora Unified School District)

Books:

"About Me", (Encylopedia Britanica Educational Corp.)
"Teaching Moral Values Through Behavior Modification", (Joan M. Sayre and James E. Mack)
"The Mouse, The Monster and Me", (Pat Palmer, Ed. D., Impact Publ.)
"The Tenth Good Thing About Barney", (Judith Viorst)
"Who Am I, The Development of Self Concept", (The Learning Institute of North Carolina)
"Your Green Pages", Volume II, (Early Years Magazine)